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ABSTRACT

This handbook was developed to encourage business/education partnerships throughout Indiana. The first section introduces the idea of business-education partnerships and provides some examples. It then outlines principles for a successful partnership, warns against possible pitfalls, and estimates partnership costs. In the second section, the role of the community in partnerships is addressed. The third section describes the role of the business partner. Topics explored include benefits from the business perspective, characteristics of a successful business partner, the role of the chief executive officer, and the business volunteer leader's role. The fourth section discusses the school's role, including benefits from the school perspective, characteristics of a successful school partner, and the roles of the school principal, school volunteer leader, and the educator volunteer. The bulk of the document consists of training materials on the following subjects: company-school collaboration, recruiting and assessing a partner, volunteer leaders, managing a successful partnership, effective groups, and program design, implementation, promotion, and evaluation. (KC)

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HOOSIERS FOR ECONOMIC DEVELOPMENT COMMITTEE

January, 1985

Thank you for your interest in the Indiana Partners In Education effort, sponsored by the Hoosiers for Economic Development Committee. We are pleased to provide you with this Handbook in an effort to encourage and foster business/education partnerships throughout Indiana.

The Hoosiers for Economic Development Committee is a statewide educational organization of 15,000 members from a broad range of backgrounds and occupations. We have a common concern for Indiana's future and for economic development and job opportunities in the state. Our goal is to expand public understanding of issues that affect our economic future.

Since the formation of the Hoosiers for Economic Development Committee in November 1982 we have focused in particular on two areas: energy--the availability and cost of electric power for the future; the economic implications of acid rain proposals in Congress; and education--the support of our public education system and the role of business/education partnerships.

One of the best ways to support education is through the sharing of the resources available in the community, in particular, the experience and expertise of people in business and community organizations. The Hoosiers for Economic Development Committee recognizes that our future economy can only be as strong as the people participating. What we invest in our young people today will pay great dividends as we prepare for the changing technology of tomorrow.

Through the efforts of Governor Orr, the Hoosiers for Economic Development received a grant from the State Board of Vocational and Technical Education to provide administrative and technical assistance to communities wanting to develop business/education partnerships.

(over)

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The Hoosiers for Economic Development Committee has been fortunate to acquire the services of Margaret Dwyer as Program Director for the Indiana Partners In Education. Her vast experience as a result of the years she and her colleagues at the Indianapolis Chamber of Commerce spend getting the Indianapolis program organized and built into a nationwide model assures that the assistance we offer communities will be of the highest caliber.

Through this Handbook we hope that many people will have the tool they need to enhance and develop partnerships in communities throughout Indiana.

Sincerely,

Marty W. Irwin,
Executive Director
Hoosiers for Economic Development

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BUSINESS/EDUCATION PARTNERSHIPS - AN INTRODUCTION

Business/education partnerships link participating companies or organizations with individual schools, encouraging each pair to develop its own cooperative relationship. The partnership meets the needs and utilizes the resources of both the school and the business for the benefit of both. Partnerships represent one of many ways to encourage greater business and community involvement in support of education.

Partnerships are attractive because of their simplicity and flexibility. Individual schools and their community partners develop activities at their own pace, consistent with their needs and resources. One-to-one pairing with a single school enables business or community organizations to support enrichment of education in a concrete manageable way. Corporations, local businesses, retail stores, community organizations, service clubs, government offices and trade/agricultural associations can all be effective community partners.

This handbook frequently mentions "companies" or "businesses" because business/education pairings have served as the basis for many partnership programs. Business references, however, should be seen as applicable to any community partner.

This handbook is intended to help communities where partnership programs are already underway and communities who are ready to start a partnership program. The information in this handbook is drawn from the experiences of not only Indiana cities that have been involved in partnerships, but it also draws information from programs operating across the country. This information combines the experience and the insights of educators and business people in their evaluations of their own programs in order to help you avoid pitfalls in your own planning and implementation.

For clarity, this booklet has been written using the masculine pronoun "he."

SOME EXAMPLES

Following are brief examples of successful partnership activities. Successful partnerships in your community are limited only by your imagination.

* A bank provided the design and implementation of career/life planning courses for students at one high school. Business speakers provided future forecasting of careers. Representacives of post-secondary institutions provided the motivation for students to continue their education. Students benefited by information on career direction and the role models provided by business. Business gained students who, through continued education, will be better consumers and producers.

* A leadership organization helped fifth and sixth grade students set up mini-businesses. This project included the development of math, language arts, economics, creative and critical thinking, leadership and entrepreneurial skills for the students. Education gained because students developed a more positive attitude and a better awareness of how business works.

* A real estate firm concerned with downtown development provided a multi-faceted project that helped students understand the past, present and future of their city and a process to develop their downtown. This process can be applied to other problematic situations. By integrating all the disciplines, as well as leadership development and higher level thinking skills, students developed their own audio visual production on downtown development and a newcomers kit for kids.

* Upgrading of skills and remediation of employees are provided by the education partners. This allows a business partner to keep up with their training and re-training demands.

* Businesses with a science or math orientation have provided mentors for students interested in these fields, as well as in-service training for educators.

* Computer math students at a high school developed software programs for their business partner giving two hours of saved time per day per program.

* Banks, insurance companies and retailers gain valuable marketing information about their present and future consumers by working directly with students in partnership activities.

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* Physical fitness, athletic facilities and expertise are provided to the business partner by the education partner. Employee fitness programs can result in a reduction in insurance rates.

* A business gains insight into its own attendance problem by observing first-hand how the school partner solved its attendance problem.

* Students assisted an insurance firm in developing an instructional video tape explaining actuarial science for use in Career Day activities.

* Architectural students were paired with a business partner who was constructing a new building. Students had the opportunity to tour and study a building that is ahead of its time technologically, especially in the design of the heating and cooling system.

* A city water company and an architectural firm worked with junior high students through their curriculum to develop a "Land for Learning and Living" from a pond on the school property. The students drew on all educational disciplines to develop this community nature center.

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PRINCIPLES FOR A SUCCESSFUL PARTNERSHIP

All programs are founded on principles, but it is the belief in and adherence to those principles by the partners that make the program work. In the Indiana Partners In Education Program, both partners must agree totally on the program and principles before developing a plan of action.

The following points must be reviewed carefully:

1. All goal-setting, planning and policy decisions for a community partners program is done by a business/education group. A partnership is a "grass-roots" phenomenon, not a program imposed on a community.

2. A partnership is a method of addressing a mutually recognized critical issue, a broadly accepted compelling issue in the community.

3. A community partnership director who acts as a linker, facilitator, trainer and coach is vital.

4. Involvement is voluntary by the organizations and the people.

5. Commitment to the program must come from the top leadership of the business and education community.

6. The business and education leaders must agree to make resources available and remove obstacles to the success of the program.

7. Each partner must recognize that business is primarily responsible for the development of its employees and education for its students.

8. Each partner must be viewed as an integral part of each other's institution, therefore planning for the partnership must be done jointly.

9. Business and education partners must be willing to develop a relationship and an understanding of each other's institutions and cultures.

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10. Each partnership must be free to develop its own projects.

11. All partnerships and their projects must be based on understanding mutual needs, resources and limitations.

12. All projects must be planned to objectives, deliver the curriculum, support skill development, have an experiential component and undergo evaluation.

13. Initial projects must be limited, short-term and assured of success. They should be considered a learning experience on how the two partners can successfully work together.

14. Partnerships use time and expertise of volunteers, not money.

15. A partnership must have a minimum commitment of one school year.

16. Partnerships must have structure, organization, communication, evaluation and a volunteer recognition system.

17. Partners must realize that a fully mature relationship takes usually three to four years.

18. The partnership program must recognize and serve as an umbrella or broker for existing collaborative programs.

19. The school <u>and</u> the business must be attentive to the needs of the volunteers and recognize their efforts by personal phone calls and visits as well as through newsletter articles.

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PITFALLS IN A PARTNERSHIP...AVOID

There are four DON'Ts which emerge from the principles. Research has shown that these are some pitfalls to avoid.

1. The partnership should not be viewed as a recruitment scheme for business. If teachers, guidance counselors, students, or parents perceive this to be the case, complications may occur.

2. The partnership should not become a public relations stunt for either institution. Publicity is vitally important, but the primary motive of participants should be the betterment of the schools and the community.

3. Neither partner should make promises which cannot be kept. Unrealistic goals can lead to the downfall of projects.

4. It should not be viewed as a method of scrutinizing the school system or business community. The integrity of each institution must be respected.

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PARTNERSHIP COSTS

Depending on the number of partnerships and their complexity, the major administrative cost is likely to be a full or part time "linker". This person will act as a community partnership director and oversee the program as well as nurture the partnerships. This position can sometimes be partially filled by an employee on loan from a supportive business organization. A successful partnership does not have to have a high cost. Many items may be donated. Experience has shown, though, that the greater the outcome desired (or more substantial the end results desired) the greater the necessity for a linker and support staff.

The following are needs to keep in mind as you plan your partnership activities:

1. Release-time for the business and school volunteers with back-up staff and substitute teachers provided as needed.
2. Support services and a small budget for the school and business volunteers.
3. The use of vehicles for transportation.
4. Use of business and school equipment and supplies.
5. Cost of paper and postage.
6. Apprenticeship, shadowing and internship programs for students.
7. Part-time or full-time jobs for students after school or during the summer.
8. Internships for educators and business persons.
9. Scholarships or special grants for experimental programs.
10. Schedule changes made necessary by partnership activities.

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STEPS TO A SUCCESSFUL PARTNERSHIP

1. Orientation for key decision-makers in business and education to the partnership philosophy and methods.

2. Assessment of the community's future and its resources and limitations. Analysis of these issues as they relate to the need for business/education partnerships.

3. Decision to have a partnership program by the Superintendent and some of the businesses in the community.

4. Orientation to the partnership program for interested schools and businesses including those persons who will implement the activities.

5. Sponsorship of the partnership program

   a) Formation of a Community Partnership Advisory Council and decisions on overall goals, objectives and policies.

   b) Selection of a Linker for the Partnership Program.

6. Preparation of profiles of businesses and schools interested in having a partnership.

7. Matching of businesses and schools with the assistance of the Community Partnership Advisory Council.

8. Fact sharing between a business and a school who are considering a partnership.

9. Commitment to a Partnership by the business and the school.

10. Selection of volunteer leaders and the Partnership Policy Committee by the partners.

11. Relationship-building between partners through tours and visits of each other's facilities to assess needs, resources and limitations.

12. Orientation of volunteer leaders, business and education volunteers who wish to participate in the partnership.

13. Brainstorming and initial planning of activities by the Partnership Policy Committee and volunteers who wish to be involved in the activities.

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14. Additional training in Partnership project design, implementation, evaluation and public relations.

15. Implementation, evaluation and recognition of partnership projects.

16. Reviews of project evaluations and request for new projects by Partnership Policy Committee. (They also deal with organizational and governance problems and report to the Community Advisory Council.)

17. Decision to recommit to the program by the partners at the end of the year.

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The Community

SELECTING THE COMMUNITY ADVISORY COUNCIL

The Community Advisory Council should be a small working group of 8-10 members who are "champions" of the partnership concept.

The members of the Community Advisory Council should be:

1. Top decision-makers from education and business in the community that have the desire and power to influence the successful outcome of partnership efforts.

2. Representative of the consumer groups in the community - i.e., students, teachers and parents. (These members may rotate on a 2-3 year basis as they represent various partnerships.)

3. Representative of the organizational levels of existing partnerships. These can be added to the existing group as the partnerships develop.

It is strongly urged that when considering the membership of the Community Advisory Council that the Council either be a part of or actually become the Community Economic Development Partnership umbrella. (See next page.) This partnership umbrella is part of the Indiana Strategic Economic Development Plan, which is cited on page 21 in the "In Step With The Future" booklet. In order for a community to assure their economic development and to correlate with the economic development strategies, it might be wisest to take this configuration seen on page 21, since partnership is part of the Economic Development Strategy II-1.

Citing the plan, it states:

> Rapidly changing technologies, products, markets and production processes dramatically underscore the need to upgrade Indiana's relatively low educational attainment levels. Employers and educators must find new and better ways to work cooperatively to produce a more highly motivated work force, with greater learning skills, appropriate for the more dynamic work place. This strategy focuses on the role of business in upgrading educational attainment levels.
>
> a. Establish business/education partnerships at the local level to provide a forum for identifying learning skills, motivating students and supporting

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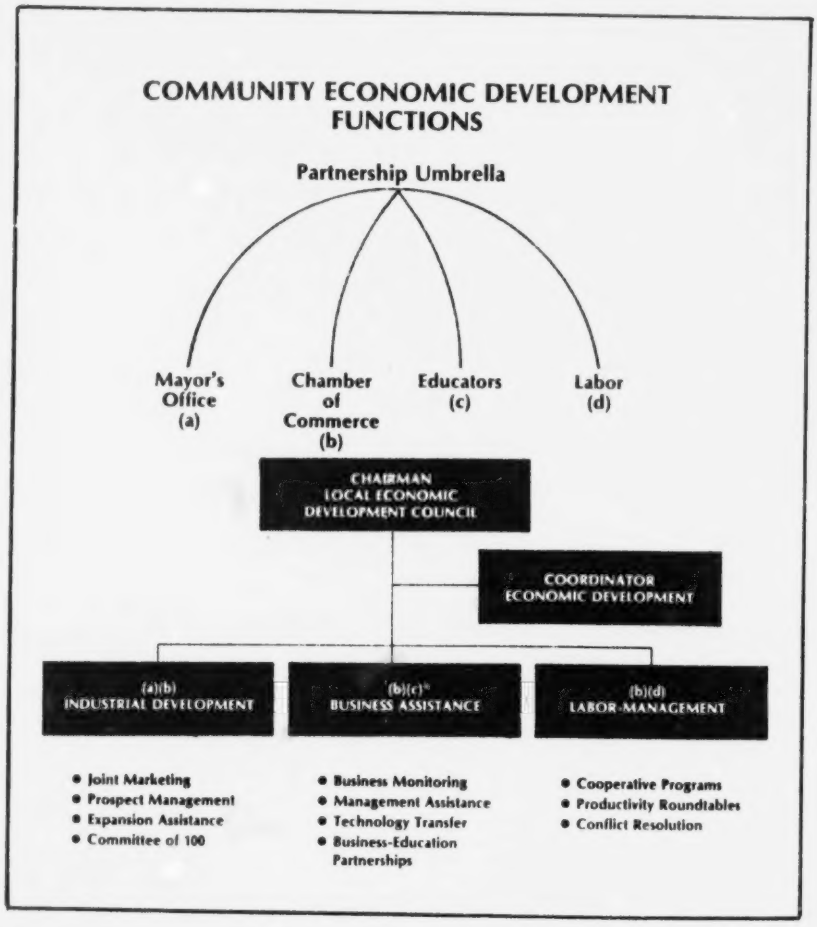
classroom instructors.

b. Advocate educational improvements, at all levels, which are oriented toward economic development.

c. Coordinate vocational education on a statewide basis and reduce fragmentation.



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THE ROLE OF THE COMMUNITY ADVISORY COUNCIL

The members of the Community Advisory Council set the stage for the success of partnership activities in the community.

Following are the responsibilities of the Community Advisory Council:

1. Set policy for the partnership program in the community.
2. Model the partnership philosophy through actions on the policy committee.
3. Identify the community's critical issues using the IPIE Community Survey.
4. Identify the goals of the partnership activities in the community and how they tie to the community's critical issues.
5. Promote the partnership concept to schools and businesses in the community.
6. Set and maintain the focus of partnership activities.
7. Forecast the community's future directions and needs. Analyze how they can be met by partnership activities.
8. Identify or become the sponsoring group for the partnership activities.
9. Select the Community Linker.
10. Advise and direct the Community Linker.
11. Promote the partnership concept and assist in recruiting businesses and schools in the community.
12. Suggest business/education matches.
13. Provide for the use of community resources.

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14. Assure that partnership agreements are kept and guidelines are met.

15. Monitor implementation and evaluation of the community's partnership activities.

16. Recommend and monitor public and media relations.

17. Recommend, monitor and assist in partnership recognition.

18. Assure documentation and communication of the partnership activities not only to the immediate community, but to the Program Director for Indiana Partners In Education.

19. Seek advice from satellite committees and task groups through a pyramiding process.

20. Communicate the results of partnership efforts to the community's top decision-makers.

If the community wishes to be chosen as a training site:

a. Apply for selection as a training site.

b. Assure that the agreement for site selection is kept.

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SELECTING THE LINKER FOR THE COMMUNITY

The Linker is critical to the success of the community's partnership activities. The Linker should have a Bachelor's Degree or its equivalent, career experience in business and education, experience in managing volunteers, and knowledge of the community.

The Linker should possess the following:

1. Ability to understand, operate in and influence the three constituencies of the partnership, i.e. business, education and the community, including public school students, school district administrators, principals, teachers, corporate executives, media and officials of government agencies and unions.

   Skills Needed:

   a) Creativity
   b) Sensitivity to partners' needs, resources, limitations.
   c) Motivation.

2. Ability to develop and train partner in organizational development, management, program design, implementation and evaluation.

3. Ability to train partners to harmonize with other constituencies, i.e. business, community, school systems and other organizations.

4. Ability to assist both systems to function together more effectively and efficiently.

5. Ability to create and follow up on public relations opportunities, such as presentations to describe the program to varied groups, recognition of volunteers, ceremonies and personal contacts.

6. Ability to advocate and be an honest broker for all constituencies.

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7. Commitment with scrupulous attention to detail and follow-through.

8. Ability to understand and direct activities of the partnership toward issues they must deal with now and in the future.

   Skills needed:

   Visionary;
   Translator of vision of constituencies and how it will affect them;
   Knowledgeable in many areas that affect community's future.

9. Ability to design planning, communication, evaluation and reward systems.

10. Ability to be creative and synergistic in design of projects.

11. Ability to reach top decision-makers when needed.

12. Ability to produce and get others to produce.

13. Ability to motivate people to take risks, change, trust, enjoy their profession, have higher standards, work for a better, happier or more productive existence, envision the future positively.

14. Ability to leave partnership alone to manage self, skills, trust, maintenance of a communication system, follow-up.

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THE ROLE OF THE LINKER IN THE COMMUNITY

Overall, the Linker directs the community partnership effort and acts as a manager, facilitator, problem-solver, honest broker, catalyst, planner, entrepreneur, trouble-shooter and resource person.

The Linker:

1. Reports to the Community Advisory Council.
2. Directs the implementation of the community partnership through each of the steps of the partnership process and four of the phases of the partnership.
3. Communicates information between the Advisory Council and each partnership.
4. Acts as an intermediary between partners.
5. Acts as a networker of information and relationships between partners, the Advisory Council and the community.

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OPTIONS FOR THE RESPONSIBILITIES OF THE LINKER

This position is normally filled by one person who has had experience in both business and education and can relate to both these entities. However, in some communities the linker responsibilities have been split between two persons--one person representing business and the other person representing education. If this is the case, one of these two individuals must have the authority vested in him by the Community Advisory Council to make final decisions and act.

Historically, the person who assumes the authority position is the person with the business background. This seems to work best since the school has the final authority in decisions of partnering and activities which are predominantly in the school. This then provides balance between education and business in a community.

Communities beginning a partnership program are urged to move slowly and therefore may not need the services of a full-time Linker. Some communities have assigned linker duties to a person having other responsibilities in an institution like the Chamber of Commerce or within a school system. Obviously, it is necessary then to reassign some of the original duties of that person.

In Hammond, Indiana the executive director of the Chamber of Commerce, the assistant school superintendent and the Mayor are sharing the linker responsibilities for the first year of their community partnership. In this way they model the importance of the effort to the community, they experience the linker role so that they can select a permanent person more knowledgeably and they are able to put their full resources in getting the partnership under way in their community.

In other situations, this part-time linker has been given the assistance of a volunteer who provides them some staffing capabilities. Example: in Memphis, the linker operates out of the school system and a full-time volunteer (an ex-CEO of a major firm) does the business recruitment. In the Seattle Private Initiatives in Public Education "PIPE" program, the Executive Director who has full responsibility for the program is housed in the Chamber of Commerce. A staff person within the school system has part-time responsibility as a liaison with the Executive Director.

CAUTION - the extent to which you have a linker with limited time, ability, authority, will cause the partnership to be limited also. WARNING - if the community expects the partnership program to grow, it is best only to use these temporary situations for a short period of time, no longer than a year, and assess very carefully, or the limited staff will keep the partnership effort from growing.

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FORMING THE POLICY COMMITTEE FOR EACH PARTNERSHIP

For each business/education partnership, a Partnership Policy Committee should be selected. Ideally, it should be composed of 6 to 8 people; the Business and School Volunteer Leaders, the Linker, students and representatives of the business partner and the Teacher Volunteers.

Important characteristics of a committee member:

1. Understands and abides by the Indiana Partners In Education guidelines and principles.
2. Displays commitment and enthusiasm to the program.
3. Demonstrates an ability to act as liaison and catalyst to other volunteers.
4. Willingly gives adequate time to the program.
5. Communicates skillfully.
6. Shows openness to innovation and creativity in his ideas.

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THE ROLE OF THE PARTNERSHIP POLICY COMMITTEE

The Partnership Policy Committee approves partnership activities which are goal oriented and evaluates those activities. Each partnership may design a number of different activities, each of which has definite objectives with a built-in evaluation.

The members of the Partnership Policy Committee have these responsibilities:

1. Set policies for administering the partnership.
2. Utilize the resources of the Community Linker.
3. Assist in the "Needs and Resources Assessment" of partners and in the recruitment and motivation of volunteers.
4. Understand the responsibilities and time commitments of Policy Committee meetings.
5. Review background material and agenda prior to attending the meeting.
6. Take an active part in committee discussion.
7. Follow through on assignments.
8. Share information and specialized knowledge with all members.
9. Understand and respect the views of other committee members.
10. Analyze problems objectively.
11. Coordinate the allocation of resources with project requests.

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The Business Partner

BENEFITS - THE BUSINESS PERSPECTIVE

Business/Education Partnerships benefit the business participants in many ways.

Partnerships provide opportunities for businesses to:

1. Communicate the needs of business to educators and students.
2. Present first-hand the requirements, satisfactions and expectations of the business world.
3. Relate to youth the importance of skills in the business world.
4. Increase awareness among students of needed careers and their requirements.
5. Develop more able consumers and producers.
6. Alert teachers to the skills job applicants lack and help find ways to develop these skills.
7. Help develop career awareness and vocational programs which are geared to specific local job market needs now and in the future.
8. Provide state-of-the-art information.
9. Upgrade skills of employees through use of school facilities.
10. Evaluate own problems in light of how another system deals with them.
11. Gain better understanding of the community's educational system and its needs.
12. Build support for schools among employees.

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13. Become known as a business concerned about the community.

14. Acquire marketing information.

15. Provide day care services for their employees in conjunction with the school's child development or home economics courses.

16. Use physical fitness and athletic facilities of the school partners.

17. Provide employees with entertainment, cultural and athletic events.

18. Learn methods of teaching for the instruction of employees.

19. Try out presentations to the "toughest audience"--young people.

20. Enhance planning and management skills of employees.

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CHARACTERISTICS OF A SUCCESSFUL BUSINESS PARTNER

The key business ingredients to a successful partnership are a Chief Executive Officer who is strongly committed, enthusiastic and who understands "Partners in Education," along with a Business Volunteer Leader who can make the time commitment to direct the effort. (Before a business enters into a partnership, a Profile and a Needs and Resources Assessment should be completed.)

The following are characteristics businesses should possess for a successful partnership:

1. Strong philosophic commitment to the value of a partnership by the Chief Executive Officer.
2. Desire for personal involvement on the part of the employees and the Chief Executive Officer.
3. Access to an enthusiastic, competent Business Volunteer Leader on the management level who can meet the necessary time commitment and who is scrupulous in attention to detail and follow-up.
4. Willingness to remove barriers to the partnership.
5. Willingness to abide by the principles of the partnership.
6. An attitude and a business environment which contributes to the success of the program.
7. Commitment to the program for a minimum of one year.
8. Sensitivity to the school's position on changes that might occur due to the partnership.
9. Provision for a direct feed-back mechanism on partnership progress to the CEO and the Linker.

Business should consider the following points:

1. Companies, whose personnel are transferred frequently, need to take extra care when planning their participation.

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2. The proximity of the school to the business may enhance the partnership. Employees often are graduates of the school and may live in the school area or have children attending the school. Another consideration is travel convenience.

3. Business resources and needs may fit more aptly with other projects in the Partners In Education Program and changes can be made where necessary.

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THE ROLE OF THE CHIEF EXECUTIVE OFFICER OF A BUSINESS

The Chief Executive Officer must have a personal and corporate commitment to the Partners in Education Program. This commitment is evidenced by his approval and adherence to the guidelines and principles of the program and his communication of this commitment and its meaning to all levels of his organization.

The Chief Executive Officer is primarily responsible for the success of the program and thus has several responsibilities:

1. Appoints and directs an enthusiastic, competent Business Volunteer Leader.
2. Approves the guidelines and principles of the partnership for the business.
3. Motivates his employees to participate in the program.
4. Allows needs to be identified and resources to be utilized.
5. Stays in touch with the progress of the program.
6. Oversees the implementation of partnership activities.
7. Recommends changes or additional resources.
8. Expresses approval of partnership achievements and volunteer efforts.
9. Participates in recruiting other businesses for the program.
10. Confirms the organization's commitment to the program for the year.
11. Removes barriers to the program.
12. Provides the Business Volunteer Leader with the support system and resources to fulfill his responsibilities.
13. Participates in functions when requested that are an important part of the partnership process.

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SELECTING THE BUSINESS VOLUNTEER LEADER

The Business Volunteer Leader must have a well-developed understanding of the company's needs and have reasonable access to its resources. The success of the program depends on the Leader's involvement of the business volunteers in the planning, development, and implementation of the program and the ability to communicate.

Do not underestimate the responsibility involved. For a Business Volunteer Leader to devote from seven to ten percent of a full-time job to coordination of a partnership is to be expected. Large programs may require considerably greater allotments of time. The responsibilities and the estimated time involved should be part of the formal job description of the individual assigned. Moreover, the extent of the commitment should be reviewed periodically.

A good Business Volunteer Leader will be:

1. Interested in and dedicated to the community.
2. Energetic, creative and innovative in his approach to issues.
3. Committed to the philosophy and success of the partnership effort.
4. Realistic in his view of life.
5. In agreement with the principles of the program.
6. In a top management position and upwardly mobile in his company with access to top decision-makers.
7. Someone who has a vision of the future.
8. Someone who views education as a resource for the business and the community.
9. Someone who understands the partnership and its relevance to business.
10. A diligent worker who is scrupulous with attention to detail and follow-up.
11. Respected by peers and a person who commands their attention.
12. Willing to make the necessary time commitment.

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13. Someone who listens with understanding and thinks logically.

14. Able to create and develop the proper attitude and atmosphere for action.

15. Able to mediate among a wide range of people from different worlds.

16. Someone who recognizes public relations opportunities.

17. Someone who can adapt to new economic and political conditions and changes in the priorities, needs and resources of the partners.

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THE ROLE OF THE BUSINESS VOLUNTEER LEADER

The Business Volunteer Leader is directly responsible to the Chief Executive Officer. He is also a member of the Partnership Policy Committee. A committed, enthusiastic Business Volunteer Leader acts as a liaison for the Business Volunteers and as a catalyst for the program's success.

The Business Volunteer Leader has the following responsibilities:
(The Business Volunteer Leader may choose to delegate some of these responsibilities to another individual or group.)

1. Keeps the Chief Executive Officer informed about the program's progress.
2. Monitors the business' adherence to the principles of the partnership.
3. Maintains responsibility for the company's adherence to the principles of the program.
4. Directs the asssessment of resources and needs.
5. Directs the planning, implementation, evaluation and documentation of all partnership projects.
6. Recruits in-house volunteers.
7. Develops a strong relationship with the school partner and recognizes the different cultures, i.e. "business talks outcome; schools talk process."
8. Assists School Volunteer Leader in matching volunteers to school or business needs.
9. Documents volunteer time, placement, scheduling, evaluation and program changes.
10. Coordinates schedules and release-time with the volunteer's supervisor.
11. Promotes the program -- in-house, through participant recognition -- publicly, by working with the Community Linker and the Indiana Partners In Education Director.
12. Attends training sessions and assists the Linker in staff orientation.
13. Utilizes the Community Linker as a resource.

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CHARACTERISTICS OF THE BUSINESS PERSON WHO VOLUNTEERS

Any business that wishes to contribute its services to education can be of help. Volunteers from business do not need a special degree or particular educational training; most skills of volunteers can be utilized with careful planning and placement.

These are some characteristics of a good Business Volunteer:

1. Understanding, enthusiasm and commitment to the program.
2. Adequate time to fulfill duties and a supervisor who supports volunteer activities.
3. Expertise to meet partnership needs.
4. Dependability.
5. Flexibility.
6. Willingness to participate.
7. Ability to communicate well.
8. Respect for the principles of the program.
9. Ability to provide the Business Volunteer Leader with the information and skills needed upon request.

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THE ROLE OF THE BUSINESS PERSON WHO VOLUNTEERS

In a partnership where the medium of exchange is the expertise of the volunteers, the partner under whose direction the project falls has the final responsibility for content and technique.

The relationship between the partner volunteers is a professional one based on mutual respect and confidence.

The Business Volunteer has the following responsibilities:

1. Accepts the principles of the partnership program.
2. Attends orientation and training sessions.
3. Meets with the educator to plan partnership activities.
4. Prepares for involvement in partnership activities.
5. Keeps classroom information confidential.
6. Avoids expressing differences of opinion or dissatisfaction with the educator or content in the presence of the learner.
7. Takes ideas or matters of interest or concern to his Business Volunteer Leader.
8. Evaluates partnership activities and communicates the results to the Business Volunteer Leader.
9. Communicates any changes of activities, use of volunteers or schedule changes which may affect Educator Volunteers.
10. Expresses appreciation for the services of the Educator Volunteer.
11. Communicates with the educator periodically to re-evaluate the plan and discuss any beneficial changes.
12. Keeps his work supervisor informed of commitments and schedule changes.
13. Offers the Educator Volunteer orientation to and observation of business activities.

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The School Partner

BENEFITS - THE SCHOOL PERSPECTIVE

Business/Education Partnerships benefit the schools and students in many ways.

Schools and students benefit from partnerships by:

1. Acquiring expertise, technical assistance, and state-of-the-art technology in areas of the curriculum.
2. Hearing a business perspective on skills future job applicants need.
3. Gaining a greater understanding from business of the demands made on the educational system.
4. Gaining opportunities for student development through exposure to positive role models.
5. Becoming prepared for work through student and staff understanding of types of jobs and preparation needed to obtain and hold them.
6. Gaining improved student aspirations and motivation to prepare for the work world.
7. Developing self-confidence and skills in job seeking.
8. Gaining a more realistic image of schools in the corporate community.
9. Identifying and building support for educational objectives from the business community.
10. Becoming aware of business resources, complexities, constraints and concerns by acquiring assistance and meeting other special needs beyond the resources of the school.

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CHARACTERISTICS OF A SUCCESSFUL SCHOOL PARTNER

The key school ingredients to a successful partnership are a Principal who is strongly committed, enthusiastic, and who understands "Partners In Education," along with a School Volunteer Leader who can make the time commitment to direct the effort. (Before a school enters into a partnership, a Profile and Needs and Resources Assessment should be completed.)

The following are characteristics schools should possess for a successful partnership.

1. Strong philosophic commitment to the value of a partnership by the Principal.
2. Desire for personal involvement on the part of the teachers and the Principal.
3. Access to an enthusiastic, competent School Volunteer Leader, who has the time to commit to the program, is part of the management team, and is scrupulous in attention to detail and follow-up.
4. Willingness to remove barriers to the partnership.
5. Willingness to abide by the principles of the partnership.
6. An attitude and a school environment which contributes to the success of the program.
7. Commitment to the program for a minimum of one year.
8. Sensitivity to the business' position on changes that might occur due to the partnership.
9. Provision for a direct feed-back mechanism on partnership progress to the Principal and the Linker.
10. Willingness to provide adequate staffing, space, transportation and scheduling for partnership activities.

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THE ROLE OF THE PRINCIPAL OF THE SCHOOL

The Principal must have a personal commitment to the Partners in Education Program. This commitment is evidenced by his approval and adherence to the guidelines and principles of the program and his communication of this commitment and its meaning to all levels in the school.

The Principal is primarily responsible for the success of the program in the school and thus has several responsibilities:

1. Appoints and directs an enthusiastic, competent School Volunteer Leader.
2. Approves the guidelines and principles of the partnership for the school.
3. Motivates the educators to participate in the program.
4. Allows needs to be identified and resources to be utilized.
5. Stays in touch with the progress of the partnership.
6. Oversees the implementation of partnership activities.
7. Recommends changes or additional resources.
8. Expresses approval of partnership achievements and volunteer efforts.
9. Determines and confirms commitment to the program for the year.
10. Encourages other schools to join the program.
11. Removes barriers to the program.
12. Provides the School Volunteer Leader with the support system and resources to fulfill his responsibilities.
13. Participates in functions when requested that are an important part of the partnership process.

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SELECTING THE SCHOOL VOLUNTEER LEADER

The School Volunteer Leader must have a well- developed understanding of the school's needs and resources. The success of the partnership depends on the Leader's involvement of the faculty and students in the planning, development and implementation of the partnership activities.

Do not underestimate the responsibility involved. For a School Volunteer Leader to devote from 7-10% of a full-time job to the coordination of a partnership is to be expected. Large programs may require considerably greater allotments of time. The responsibilities and the estimated time involved should be part of the formal job description of the individual assigned. Moreover, the extent of the commitment should be reviewed periodically.

A good School Volunteer Leader will be:

1. Dedicated, sincerely interested in community life and the development of children.
2. Realistic in his view of life.
3. Energetic, creative, and innovative in his approach to issues.
4. Committed to the philosophy and success of the partnership effort.
5. In agreement with the principles of the program.
6. A member of the professional staff, preferably an administrator, with access to top decision-makers.
7. Upwardly mobile in his school.
8. Someone who has a vision of the future.
9. Enthusiastic and committed to making the business/education partnership work.
10. Someone who understands the partnership and its relevance to business.

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11. Someone who views business as a resource.

12. A diligent worker who is scrupulous with attention to detail and follow-up.

13. Respected by peers and a person who commands their attention.

14. Willing to make the necessary time commitments.

15. Someone who listens with understanding and thinks logically.

16. Someone who can create and develop the proper attitude and atmosphere for action.

17. Able to mediate among a wide range of people from different worlds.

18. Someone who recognizes public relations opportunities.

19. Someone who can adapt to new economic and political conditions and changes in the priorities, needs and resources of the partners.

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THE ROLE OF THE SCHOOL VOLUNTEER LEADER

The School Volunteer Leader is directly responsible to the Principal. He is also a member of the Partnership Policy Committee. A committed and enthusiastic leader acts as a catalyst to the program's success and is a liaison for the staff volunteers.

The School Volunteer Leader:

1. Keeps the Principal informed about the progress of the partnership.
2. Monitors the school's adherence to the principles of the partnership.
3. Directs the assessment of resources and needs.
4. Directs the planning, implementation, evaluation and documentation of all partnership projects.
5. Recruits educator volunteers.
6. Develops a strong relationship with the business partner and recognizes the different cultures, i.e. "business talks outcome; schools talk process."
7. Assists the Business Volunteer Leader in matching resources to school and business needs.
8. Documents the volunteer time, placement, scheduling, evaluation and program changes.
9. Coordinates schedules and release time with the staff supervisor or Principal.
10. Coordinates transportation when necessary for partnership activities.
11. Promotes the program -- in house, through participant recognition -- publicly, by working with the Community Linker and the Indiana Partners In Education Director.
12. Attends training sessions and assists the Linker in staff orientation.
13. Utilizes the community Linker as a resource.

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CHARACTERISTICS OF THE EDUCATOR WHO VOLUNTEERS

Educators are encouraged to use partnership activities to teach the curriculum. Teachers interested in being involved in partnership activities can use their creativity when planning partnership activities to meet partnership needs.

These are some characteristics of the Educator Volunteer:

1. Understanding, enthusiasm and commitment to the program.
2. Adequate time to fulfill duties and a supervisor who supports partnership activities.
3. Expertise to meet partnership needs.
4. Dependability.
5. Flexibility.
6. Willingness to participate.
7. Ability to communicate well.
8. Respect for the principles of the partnership program.
9. Ability to provide the School Volunteer Leader with information and skills needed on request.

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THE ROLE OF THE EDUCATOR VOLUNTEER

In a partnership where the medium of exchange is the expertise of the volunteers, the partner under whose direction the project falls has the final responsibility for content and technique.

The relationship between the partner volunteers is a professional one based on mutual respect and confidence.

The Educator Volunteer has the following responsibilities:

1. Accepts the principles of the partnership program.
2. Attends orientation and training sessions.
3. Meets with each Business Volunteer outside of classroom time to design the activities and plan the method of evaluation.
4. Offers the Business Volunteer a chance to observe the class in action.
5. Provides appropriate training for specific classroom situations and procedures.
6. Prepares for involvement in partnership activities.
7. Remains in the classroom and assists the Business Volunteer.
8. Evaluates the partnership activities and communicates the results to the School Volunteer Leader.
9. Keeps business information confidential.
10. Avoids expressing differences of opinion or dissatisfaction with the business person or content in the presence of the learner.
11. Communicates any changes of activities, use of volunteers or changes of schedule which may affect Business Volunteers.
12. Communicates periodically with the Business Volunteers, to re-evaluate the plan and discuss any beneficial changes.
13. Expresses appreciation for the services of the Business Volunteer and helps the students to do this.
14. Takes ideas or matters of interest or concern regarding partnership activities to the School Volunteer Leader.

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Training Materials

Recruiting & Assessing a Partner

IPIE TRAINING SESSION
Recruiting the Business

KNOW THE BUSINESS

- Research the service, product, organizational structure, history, method of operating and community involvement of the business, problems and potential for the business.

- Ask those you know, who know that business, about the above information.

- Contact the local Chamber of Commerce. Set up a meeting and ask those questions.

- Call the business and ask for copy of their sales or public information materials, their corporate responsibility report, their annual report if they are public.

- Use your public library and the library at the local university to find information on the business.

- Use professional or civic organizations where members from this business may be members and ask them these questions.

- Ask your banker, insurance agent, real estate agent, if they do business with this firm and if they will provide you with information or someone who can provide you with this information.

- Ask your Progress Committee or Mayor's Office to give you this information.

- Ask parents, church members or neighbors if they know of anyone who has this information.

- Read with regularity the local business page of the newspaper, any local magazines like the Indianapolis Business Journal, Indiana Business, the state and local Chamber's newsletters, which are normally kept on file in the library, to find out not only about that business, but also the business climate in your community.

- You are basically looking for what the company is all about - service or product, how it runs, what are their needs, what are their resources, and what are their limitations.

- This is an excellent learning opportunity for students. They can do all of the above as a research project.

WHAT DOES THE BUSINESS WANT AND WHAT DO YOU HAVE TO OFFER?

- Examine the product or service of the business and see how it relates to your resources and your skills.

- Determine what your needs are and see how their resources match yours.

- See how both of your needs might match.

- Example:

  * Banks, real estate companies, insurance companies, locally owned retail establishments and utilities locally owned have their investments in the community in either people, places, equipment, etc. The community must grow and prosper in order for them to continue making a profit.

    They have a high need for able consumers and producers - as the education system has a need for proper image, use of the facilities and expertise in each of those institutions for academic application, career education, economic education, basic skills, etc. for its students. It also has teacher resources and facilities for these companies.

- From information above you have begun to establish whether the business is static, declining or growing. The ones most interested in working with you will be those that are growing or those that are trying to aggressively, remain at their present level.

  Those that are declining and not doing anything about it will probably not be interested. For example, railroads, fabric mills, clothing manufacturers, are all declining industries.

- Get help from some of those persons with whom you first dialogued in regard to knowing about what the business wants and what you have to offer to make that very precise and clear.

PRESENTING WHAT YOU HAVE TO OFFER AS IT RELATES TO BUSINESS NEEDS

- Gain an entré, an introduction to the chief executive officer of a corporation through one of the information-givers from above.

- Use the information-giver as an entré when making the

phone call.

- Use the information-giver as a convener of a meeting between you and that business.

- Call to make an appointment for a meeting to recruit business for involvement in a partnership.

  * Prepare a brief terse request starting out with your name, your title and the school you represent and stating immediately what the nature of your call is and why it would be important to them. Example: "Good morning, I am Don Jones, Principal of Southwood Junior High School here in Martinsville. I know your bank requires a strong consumer/producer group to draw on. Your bank is initiating many new services and high technology which will require upgrading of skills for your employees and the hiring of persons with those skills. I'd like to know what I can do to make sure that students who graduate from our school and the teachers who provide them with the education give you the consumers and producers you need." I'd like to spend 30 minutes with you to discuss how we might do this so that it meets your needs and is agreeable to any limitations that you might have.

    When would be a convenient time for you? I'm willing to meet at breakfast, lunch, or later in the afternoon at the end of your business day.

    I'd be happy to send you information about our school and some of our programs that relate directly to yours, business education, computer, science, the number of students who graduate and go on the post-secondary degrees or tech-vocational education and any other information you might like.

- NOTE ABOVE: Asking for a specific, limited amount of time for a brief presentation - 30 minutes.

- Indicated you would be willing to meet on his or her turf at a convenient time for them. - Business likes to meet for breakfast meetings, lunches, and late in the afternoon. For them that is 4:00.

- Be willing and able to prepare and provide them with information about your school specifically and briefly, as it relates to what you have perceived their need to be. Provide that to them in the mail with a cover letter outlining what it is you would like to cover in the meeting, briefly again, and how the material will give background on it.

Make sure that your telephone number is on your stationery. Make sure you leave your name and phone number with the business person or their secretary. Reconfirm on the letter, the date, time and place for your meeting - many school systems do not put their phone number on their stationery. Make sure that you thank the person for spending the time with you.

- Very often, it may be beneficial to bring an additional person that represents your product. That person might best be a student who is interested in this particular business, let's say it is banking.

  The student has done the research on the business and is taking courses that relate to banking. Rehearse with the student what it is you wish to cover and want information you want to get. You must be very specific about this. Make sure the business person knows that you will be bringing a student with you. Be very upfront about saying we have students who have researched your business and are very interested in it and they are interested in demonstrating our particular product.

- Remember this is a marketing call. That means that you are trying to find out: what the need of the business is, if you have correctly perceived the need, or if you can create a need.

- This is a fact finding meeting. That means that you are trying to find out more about the business or check on what you already do know, as well as, help them understand what you have perceived about the business - what you have already researched, which is very flattering to the ego of the Chief Executive Officer.

- Make sure that you are constantly focusing on what you can do for them and constantly helping them understand what you know already about their company. Not only their needs and resources, but also their limitations. Be very up front and straight forward saying that you understand those.

- How to get around the secretary. If you do not get to the Chief Executive Officer because of his returning a phone call - write a letter, asking for a return phone call by a specific date.

- If you cannot get through the secretary who is screening calls, use this technique - give your name and your position. Indicate that whomever referred you, told you to ask to speak directly to Mr. So and So.

If he is not in and she asks to take a message, leave your name and phone number and ask when he will return the call. If she asks if there is some way she can help or if someone else can, indicate no, that is not possible, you need to speak directly with Mr. So and So. It is a business matter. Thank her for her help and be very cordial with her. She is the one that can help make your call go through or not help it go through.

The important thing is to make sure that the secretary understands that this is a business call. If the secretary indicates that the Chief Executive Officer is away or will be away on business for a long time and probably will not be able to get back to your call, tell her thank you very much, that you will be speaking with the executive vice president, stating his name, and ask if she will please connect you with his office.

Note that the Executive Vice President is the next person down in authority, and if there is not a person with that title your research should indicate who the next person is.

If the secretary asks what is the nature of the business, tell her it is in relation to providing a better market for the bank's services and that is all. In no way apologize or indicate any weakness or confusion.

- If the Chief Executive Officer or executive V.P. does not call you back, then this is not a business you wish to work with. Make sure, however, you do leave your phone number and you leave a message with your secretary that if the CEO does call that you are to be found immediately and respond to him.

  You might mention to the CEO's secretary when you are most available to receive a call, even if that is not on your working time - that is after norman school hours.

  Follow up the a phone message with a brief note to the CEO indicating that you called, found him out of his office, and are looking forward to a brief conversation with him about (then state your agenda). Be sure to thank him.

- Sometimes you will gain access to a company via the Chief Executive Officer or top manager from another company. That person will relay your request or information to that company's CEO and you will in turn be invited to call another staff person. Do so. Also send a letter o thanks, indicating your agenda again, to the CEO of the company indicating what day and appointment time you have

with the lower level officer. Send a thank-you note to the person who gave you access.

- If you meet with a lower level officer, write a note to the CEO summarizing what you covered and be very complimentary to the lower level officer, indicating how helpful they were and what decisions were made as a result of the meeting.

THE MEETING

- Be sure to be appropriately attired in your most business-like suit. No polyesters, a tie, a white or light blue shirt or blouse, shined shoes. A two or three-piece suit is better than a sportcoat and slacks or a dress. Anyone accompanying you should also be dressed appropriately.

- Have a brief agenda prepared that you will share with the business person covering your goal, the meeting, brief items on what you will cover, and the summary statement covering what is in it for them as it relates to their product or service, and what you have to offer.

  This agenda should be on your letterhead. It is a reflection of the quality of service you can provide, so it should be absolutely error-free.

  It should be presented to the CEO at the beginning as an agenda, placed as something on which to take notes and something to refer to after the meeting.

- Upon entering, shake hands. There should be some time for small talk. The small talk is an opportunity to relate to th business how much you know about them and how interested you are in them.

  You might indicate positive information you have read in the paper about them recently or their latest advertising campaign. Every business loves to hear about the effectiveness of their advertising, or a product or a service that you have engaged in from their business that you found very fine.

- You are in charge of the meeting. You have called it and you have set the agenda.

  Begin the meeting by saying your opening statement as it relates to what you can do for them, then follow it by saying or giving briefly the points you are to cover. An example: "Our school system recognizes through your advertising and the kind of service that you provide that

you are using new methods of technology and looking for new consumer markets and investments.

We want to provide you with a consumer and producer that can meet your employment needs and use your products. We are interested in dialoguing with you as to what your needs are specifically, and find out the process by which we can meet them.

We are considering using business/education partnerships as a way to bring business and education together to find out what mutually they can address to benefit both. I would like to discuss that program and what it might have for your company with you for about 20 minutes."

This is where you (or the student) becomes more specific in specific research. For example, the student might say, "We recognize new banking laws will probably be cross county lines. Therefore, your competition will be greater for the consumer. We also recognize that you made significant investments in bank machines and new technologieswhich will allow you to handle more items, but will probably reduce your workforce in certain areas. I also recognize that your advertising is saying that you want to have a personalized touch in banking and take care of the new banking person.

We at XYZ school system would like to know how to prepare our students to be the consumer and producer that will meet your marketing needs. We have Course A, Course B, and Course C that we feel will tie in to what you need, but we are not sure that our students have an understanding of modern banking or of investment, nor do we feel our teachers have.

- We have X number of students who, upon graduation from high school or post-secondary school will go into the workforce. We would like to expand their perception of the kinds of careers and jobs they might have so they can have more disposable income to invest and to know how to invest.

- We are concerned that the school to work transition is not as it should be and therefore does not provide you with the type of producer who has high level thinking skills, reliability, dependability, willingness to work, etc., that you need so that you are not making a costly investment in people without it.

- We recognize that our futures are intertwined and we want those futures to be positive and fruitful. For that reason we are asking you to consider working with us as a

partner where we will both assess our needs, our resources and limitations and be able to come up with ways that we can work together to develop the kinds of consumers and producers that you will need. (Pause and allow for some response from the CEO throughout.)

Questions here might be: Tell me a little bit more about this, we already are engaged in some programs like this.

A question may arise about the time element involved here, a concern about over-extension of already committed business persons. Be prepared to tell them how much time. (The answer is as much time as they wish to commit, as they see it will be an advantage to their business.)

Explain some of the qualities necessary for a successful business. Give them the hand-out. Go through it briefly, asking them if any of those items would be difficult for them. If it is a problem of concern, show them the hand-out for a Chief Executive Officer. Indicate that is the kind of commitment you would need from them. That this is a process that wishes to be efficient and effective and that the roles you will need to have covered are a person serving as a volunteer leader, a couple of people serving on the policy committee, and some business volunteers. They can determine how many people they wish to be involved, and you intend to go slowly. Note: some of these are already principles of the program.

At this point the Chief Executive Officer may ask you additional questions and they may decide to make a commitment or to think about it, or to pass you on to another person who they will recommend and pass the information to.

If they want to think about it, ask them if there are any particular questions or concerns that would support or discourage partnership. Help them try to deal with them. If they say they are already involved in such an effort, ask them to tell you more about it, show them the likes and differences. Keep pointing out what is in it for them. If they already have a program that takes care of their needs, then congratulate them on it, indicate that you appreciate their time for this conversation, and it appears that their needs for involvement with the educational system are already taken care of and that their present involvement takes care of any relationship they need to have with the educational system.

If they say they wish to think about it, get a time that you might be able to call them to follow-up, ask them if there is anything you can send to them, that you would be

happy to answer any questions if they should come up.

Follow up with a letter, responding to any concerns and questions that arose. The questions and concerns that they bring up first will be the ones that are most critical to them. Give them examples of existing programs with their type of business and what kind of time and expertise was necessary.

Your Linker or the Director of Indiana Partners In Education will have many examples. Go prepared with those. Indicate that this is a national program that is being supported by the White House and the Office of Private Sector Initiatives. If they pass it on to another person, ask who that person is, make sure you get their name, their phone number, and ask if you should make the contact or whether the other person will.

If the CEO is going to follow up within a few days time, then introduce yourself to the second person by telephone. Repeat the process with this second person as you did with the CEO.

If the CEO says that he wishes to discuss this with the Executive Committee or with their Community Affairs person, etc., get a specific date and time for follow-up, ask how they generally feel at this point about the program. They normally will be pretty open and honest with you.

- If you have been introduced by someone to the CEO, ask that person to follow up and find out what any of the CEO's concerns and questions might be to see if you can answer them, or whether your entre person will be able to do that as a go-between for you.

In any case, always send a thank-you note. Do not leave the session without asking the CEO if he can indicate to you what other types of businesses that they associate with would be good for you to contact. Ask if you might use his/her name.

- If you have been introduced by someone to the CEO, ask that person to follow up and find out what any of the CEO's concerns might be and questions to see if you can answer them for them, or whether your entre person will be able to do that as a go-between for you. In any case, always send a thank-you note. Do not leave the session without asking the CEO if he can indicate to you what other types of businesses that they associate with would be good for you to contact. Ask if you might use their name. This often helps if a business is in a position where they cannot spare any staff at that moment but have a strong desire to become involved or they recognize the need for involvement. As them to help you get other businesses involved. This is particularly true with the businesses I gave above as examples because they have a lot of client contact with other businesses in the community. If the end result of your meeting is positive and the CEO indicates a desire for additional conversations or a desire to definitely involved, the next steps of the training will take care of it. If does not, please be cordial and make sure you send a thank-you note.

INDIANA PARTNERS IN EDUCATION
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IPIE TRAINING SESSION

Recruiting and Maintaining the Education Partner

KNOW THE EDUCATION SYSTEM OR SCHOOL

- Research the services, curricula, organizational structure, history, method of operating and community involvement of the education system or school, as well as the problems and potential for this institution.

    - Ask those you know, who are familiar with the school, about this information.

    - Contact the State Department of Education, the Superintendent's Office wherein the school lies and ask for the above information.

    - Call the school system or the individual school and ask for a copy of their strategic plan, their school or school system handbook or newspaper, any articles that have been published in the last year in regard to their successes or programs. Schools systems have public information officers if they are in large communities. Ask for them by title.

    - Ask persons who have attended or whose children attend this particular school about the above information.

    - Ask professional educators' organizations like the Council of English Teachers, the National Council of Science Teachers, the Council of Vocational Administrators, etc.

    - Ask members of volunteer groups who work in the schools, like Parents in Touch or the PTO. Ask persons who provide services to the school or are vendors to the school about this information.

    - Read, with regularity, the local newspaper for articles on the school and the school system. The Phi Delta Kappa is an educational publication which will give you latest information on new issues in education.

- You are looking for what the school system, and this particular school, are all about - what its instructional programs are, what it feels is important, how it is run, what the schools needs, resources and limitations are.

WHAT DOES THE EDUCATION SYSTEM OR SCHOOL WANT AND WHAT DOES BUSINESS HAVE TO OFFER?

- Examine the quality of educational service that the school system or particular school offers its consumer the student and its consumer the community through the student. Use the previously mentioned resources to analyze this.

- If there is a strategic plan or long-range plan that has been developed by the school board, examine that carefully. If not, query the school board members and the superintendent as to what the long-range goals of the system are.

- Example:

  * Education has a high need for a strong, positive image in the community. It also has the following needs:

    - State of the art knowledge for staff and students.

    - A curricula that is future-oriented and well articulated.

    - A curricula that meets the needs of all of the students.

    - Better training for teachers as well as administrators in the areas of management or any other particular educational discipline.

    - State of the art equipment for instruction.

    - Long-range planning and goal setting.

    - New methodologies that provide the student, as well as the teacher, with applications in life and in the world of work for educational disciplines.

    - Relief from a burden of having to do everything for everyone, that is: taking care of latch key children, taking care of providing breakfast, lunch, and sometimes dinner for

children. Providing clothing and medical care for children as well as psychological services. Provide career education and drivers education and all of the different types of athletic activities necessary for the wide range of students needs and desires.

- Education has the need to be understood - how it works, how it does not work, what its strengths, weaknesses and its culture are.

PRESENTING WHAT PARTNERSHIPS HAVE TO OFFER AS IT RELATES TO THE EDUCATIONAL NEEDS OF THE SCHOOL OR SCHOOL SYSTEM

- Call for an appointment with the superintendent of the school system asking to meet with him or her for a brief period of time - 20-30 minutes - to present the partnership program.

- Briefly outline how the program will meet the school system's needs - stated above are some examples.

- If you cannot reach the superintendent by telephone, use a letter to convey the same information.

- If the superintendent cannot be reached by a letter or phone call; find out through the school system by talking with principals and other persons whom the superintendent normally relies on, listens to, and is infuenceed by. Use that person to gain entre to the superintendent.

- Representation from the business community and other entities in the community normally gets a response from the superintendent. If these fail, then use a board member.

- Meet at the school's office. The best time for the superintendent will be very early in the morning, at 7:00 or 7:30, or very late in the day.

- Have partnership materials prepared, a copy for him and a copy for you. Highlight those items that you will be talking about. Make sure your presentation is no longer than 15 minutes and have it interactive. The superintendent is the first person with whom you should discuss this program, even though you are going to want to work with the principal of the school at some point.

- Be sure to start the commentary with who you are and what's in it for the school. With the superintendent, image is a most important item, be able to give examples of other partnership efforts throughout the country and how the school system's image was enhanced.

- Be specific about what you want the superintendent to do for you. Use the pages in the Handbook that relate to what the superintendent and school system will provide. Pages 1-9 in the Volunteer Handbook will give the overall information that the superintendent or principal needs, and pages 30-37 will give the superintendent or principal specific information. Use the sheet to talk off of, and have items highlighted so that the superintendent can follow.

WHAT YOU ARE AFTER

- You are after commitment by the superintendent to consider the program as a way to meet the needs of the school system. Many of these needs will be the same for business.

  The first action step is to provide a presentation of the partnership program to members of the board and members of the school administration. After they have reviewed and approved the program, the next step is to provide an orientation session to principals of schools asking them to participate in the program, on a voluntary basis, and allow you to come to the school to speak to their faculty to elicit volunteers to become involved in the program.

- Partnership will be of more interest to the superintendent if his colleagues in communities nearby are interested or are pursuing the program.

- The program items to stress are: this is a voluntary situation, outside the union contract, not superimposed from the top, it requires planning on the part of the educator and business person, it requires preparation of the students, the educator, and of the business person. Implementation and follow through includes evaluation to objective which ties into the curriculum. Partnership examples from other communities that relate to the school sytems needs from other communities will be helpful.

- You will not get initially, a great many educators to volunteer in each of the schools. That should not be a deterrent. Start small in the school system.

superintendent, indicate that you will be getting back with him at a mutually agreed upon time, no more than a week, to get his answer as to what the next step might be in order to provide a partnership program for the school system.

- Follow up the visit with a note thanking him for the meeting and summarizing what it is you discussed and what the action items were. You might also include some particular notes of interest to him in regard to what you have seen or heard about his school community.

WHEN YOU HAVE COMMITMENT FROM THE SUPERINTENDENT AND PRINCIPALS OF THE PROGRAM

- When a school is willing to consider a partnership, you have oriented the staff at the school and there are some willing faculty members, the next step will be presentation of the profile to the principal for completion.

INDIANA PARTNERS IN EDUCATION
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Indiana Partners In Education
BUSINESS PROFILE

Business Information:

1. Explain your businesses product or service.
2. Who is your market?
3. How are you organized?
4. What are your businesses goals, beliefs, mission statement?
5. What are you proud of?
6. What is unique about your business?
7. List some adjectives that describe your business, its service or product, and your people.
8. What are some of the economic trends for your company's future?
9. List some of your businesses achievements and reasons for company pride.
10. What is the social, educational, ethnic, economic and racial makeup of your employees?
11. How many employees do you have? Estimate how many may become involved in the partnership.

Reasons for involvement:

1. Why do you wish to be involved in a school/business partnership?
2. What do you wish to accomplish?
3. What are the major challenges your business faces in the next 3-5 years?
4. What are your needs now and for the future?
5. What will a partnership with your business do for a school? What will a partnership do for your company?

Resources:

1. What are your resources - people, facilities and equipment - and how do you wish to use them in the partnership program?

2. Generally list the types of skills your employees possess, both professionally and personally, if possible.

3. List divisions of your company, i.e., mortgage-loan department, international division, data processing, food service, etc.

4. What are the major areas of voluntarism in your organization?

5. How does your business recognize and support these voluntary efforts?

6. List company recreational, cultural, and civic programs.

7. Do you have a training and development department or programs that would be useful for the partnership?

Limitations:

1. What are some factors which will limit your partnership program?

2. Describe a desirable school partner.

3. Will employee involvement be during or after normal working hours? Or both?

4. Which employee levels have you considered for the partnership?

5. Will this be a central office as well as a branch office activity?

6. Which school(s) have you considered as a partner? Why?

Attach to your profile any company publication, such as a house organ, quarterly report, product information, responsibility report, strategic plan, goals and objectives that you have developed.

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SERVICES THE COMPANY CAN PROVIDE THE STUDENT	SCIENCES: Biology, Botany, Chemistry, Medicine, Physics	MATHEMATIC: Computer Science, Engineering	BUSINESS: Sales, Accounting, Marketing, Finance, Management, Clerical	GOVERNMENT ECONOMICS: Public & Private Sectors, Law	SOCIAL SCIENCES: Psychology, Sociology, Public Health, Economics, History	COMMUNICATION: Writing, Speaking, Media	FOREIGN LANGUAGES: Interpreter, Travel, Trade	HOME ECONOMICS: Nutrition, Clothing, Design, Interior Design, Merchandising	VOCATIONAL: Electricity, Auto, Carpentry, Drafting, Graphics, Business Education, Distributive Education	ARTS: Performing Arts, Photography	OTHER: Architecture, Career Life Planning
NTERNSHIPS Long-term relationship between student and organization											
CAREER SHADOWING Short-term (2-3 days) relationship: student and organization											
MENTORSHIP Long-term, close relationship, student and employee											
ACADEMIC APPLICATION to the world of work											
EXPERT RESOURCE CONSULTANT Employee-expert in field serves as on-going consultant											
SSIST WITH STUDENT ROJECTS i.e., Science Fair											
GUEST SPEAKERS IN CLASS											
ON-GOING COURSE TAUGHT ON-SITE											
USE OF EQUIPMENT ON-SITE											
ON-SITE TOURS											
OTHER											

SERVICES THE COMPANY CAN PROVIDE THE TEACHER	SCIENCES: Biology, Botany, Chemistry, Medicine, Physics	MATHEMATIC: Computer Science, Engineering	BUSINESS: Sales, Accounting, Marketing, Finance, Management, Clerical	GOVERNMENT ECONOMICS: Public & Private Sectors, Law	SOCIAL SCIENCES: Psychology, Sociology, Public Health, Economics, History	COMMUNICATION: Writing, Speaking, Media	FOREIGN LANGUAGES: Interpreter, Travel, Trade	HOME ECONOMICS: Nutrition, Clothing Design, Interior Design, Merchandising	VOCATIONAL: Electricity, Auto Carpentry, Drafting, Graphics, Business Education, Distributive Education	ARTS: Visual & Performing Arts, Photography	OTHER: Architecture, Career Life Planning
INTERNSHIPS Summer											
TEACHER-IN-SERVICE (workshop to familiarize with subject area and opportunity to learn new developments)											
EXPERT RESOURCE CONSULTANT											
TOUR											
CURRICULUM ADVISOR Advisor to Curriculum Committee											
OTHER											

SERVICES THE COMPANY CAN PROVIDE THE SCHOOL DISTRICT AS A WHOLE

	HEALTH	SKILLS BUILDING	VOCATIONAL SKILLS	FOREIGN LANGUAGES	COMPUTERS	MANAGEMENT	AUDIO-VISUAL	OTHER
	Wellness Nutrition Diet	Writing Speaking Reading Mathematics Psychology History	Investment Planning Training	English as a second language Travel Note types of languages	Computer Awareness Programming	Staff Development	Audio-Visual Tape Production Brochure Development Cable TV	Marketing Information Management Development
CLASS OFFERED AT SCHOOL OR ON-SITE								

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	GYM	COMPUTERS	CAREER CENTER	CHILD CARE	CABLE TV		OTHER
			Vocational Interest Testing Counseling	Latch-Key Preschool Drop-In	Audio-Visual Use of Studio	Conference Rooms Auditorium, Conference Site	
USE OF FACILITIES AND EQUIPMENT							

COMMENTS:

Indiana Partners In Education
SCHOOL PROFILE

The profile of your school should present an image to the public that you are striving for. This profile can . . be used for your partnership, and also as a public relations instrument for your clientele, i.e., parents, students and community, as well as media. It should be updated yearly and all administrators and teachers should have a copy.

When compiling this profile, it is imperative that not only administrators, but teachers and students and parents participate in providing information for this profile. The process of doing this is motivational and builds a positive image.

It is suggested that this profile be administered by parents, staff and students, and pyramided to their colleagues for the information desired, then handed back to a team representing all of those entities for a final draft. This type of process provides "buy-in" for the partnership, and "buy-in" for the school community.

Indiana Partners In Education
SCHOOL PROFILE

School Information:

1. Outline your curriculum, special programs and unique or interesting courses. List special talents of staff, students and parents.

2. Describe your clientele - number, age, grades, aspirations and uniqueness.

3. Detail the educational, occupational, cultural, ethnic, racial, social and economic background of your school community.

4. Of what are you most proud? List some adjectives that describe your school, and its people and programs.

5. What is the average teacher to pupil ratio?

6. How do your students score on nationally standardized tests?

7. What is the sex and ethnic breakdown of your school population?

8. To what kinds of careers/jobs do students aspire?

9. What motivates students?

For a high school:

1. What is the school's drop out rate? At what levels do drop outs occur? What are the causes of drop out? What is the rate of suspensions? What are your average SAT's? Number of merit scholars between 1980 and 1984? Are your merit scholars on the increase?

2. What percentage of students continue their education beyond high school?

3. What percentage of graduating seniors:

   - Enroll in universities;
   - Enroll in vocational education;
   - Enter the workforce directly?

4. What kinds of schools do they attend? Do they complete the program?

5. What prevents students from completing educational programs?

Reasons for involvement:

1. Why do you wish to be involved in a school/business partnership?

2. What do you hope to accomplish by involvement in a partnership?

3. What are some major challenges that your school faces in the next three to five years?

4. What are your needs now and for the future?

5. What will a school/business partnership do for your business partner?

Resources:

1. What are your resources and how do you wish to use them in the partnership program?

2. List special talents of staff, students and parents.

3. What is the percent of faculty with advanced degrees? Indicate some of the types of degrees.

4. Describe volunteer programs that exist at your school. Who is involved? How is the school staff involved?

5. Describe extra curricular programs. Which are high and low priority and why? Which programs are supported by students? In what other activities do students spend their after school time?

6. What types of vocational and adult continuing education programs do you have?

Limitations:

1. What are some factors which will limit your partnership program?

2. Describe a desirable business partner.

3. Will your staff volunteers work with the program during school hours, after school hours, or both?

4. Which grade levels would you consider for the program?

Attach to your profile any school publications, such as a school newspaper, handbook, strategic plan, goals and objectives.

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SERVICES THE SCHOOL DISTRICT CAN PROVIDE THE COMPANY

	HEALTH	SKILLS BUILDING	VOCATIONAL SKILLS	FOREIGN LANGUAGES	COMPUTERS	MANAGEMENT	AUDIO-VISUAL	OTHER
	Wellness Nutrition Diet	Writing Speaking Reading Mathematics Psychology History	Investment Planning Training	English as a second language Travel Note types of languages	Computer Awareness Programming	Staff Development	Audio-Visual Tape Production Brochure Development Cable TV	Marketing Information Management Development
CLASS OFFERED AT SCHOOL ON ON-SITE								

	GYM	COMPUTERS	CAREER CENTER	CHILD CARE	CABLE TV		OTHER
			Vocational Interest Testing Counseling	Latch-Key Preschool Drop-In	Audio-Visual Use of Studio	Conference Rooms Auditorium, Conference Site	
USE OF FACILITIES AND EQUIPMENT							

COMMENTS:

INDIANA PARTNERS IN EDUCATION gratefully acknowledges Indianapolis Partners In Education, as the publisher of this Handbook and thanks them for its use.

Margaret M. Dwyer, Director, Indiana Partners In Education

Volunteer Leader Handbook

PARTNERS IN EDUCATION

The concept of "partnership" is universal: the pooling of resources, the collaboration of parties to achieve a mutually beneficial goal or purpose. The types of real partnerships are as infinite as the types of real people who implement them. The concept guides but does not define each specific partnership.

This handbook was written to introduce you to a particular concept of partnership and to guide you, the school or business volunteer leader, in defining your own real partnership.

It is our hope that in these pages you will find the tools, guidelines, suggestions and support you need for turning the concept of Partners In Education into your own partnership.

Partners In Education
Published and copyrighted
August 1984

INTRODUCTION

YOU THE LEADER (Thank God for Good Volunteer Leaders)

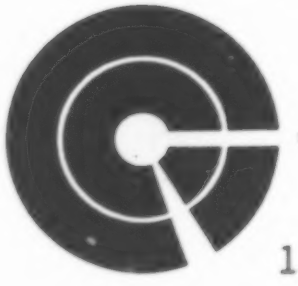
You are important and special. You are the chosen volunteer leader because you possess these qualities:

You are . . . interested in education
. . . committed to young people
. . . energetic and enthusiastic
. . . a responsible individual
. . . a good communicator
. . . willing to make the necessary time commitments
. . . supportive of the goals of the program
. . . consistent, committed, cooperative
and . . . many, many other qualities.

Your leadership is the first step in making the partnership a success. Without you, the partnership will not survive.

WELCOME to Indiana Partners In Education (IPIE)! Have a productive, rewarding and fun year. Your students will love you for it.

YOU START THE BALL ROLLING...



I'M A VOLUNTEER LEADER?

Okay, you say, I'm a volunteer leader. What does that mean? What do I need to know? What do I do?

These questions, and others, are answered in this handbook. If after reading the entire handbook you have questions that still need answers, you would like more information, or you have suggestions for the guidelines we suggest, please share your thoughts with us.

Remember, we are here to support your efforts. Don't ever hesitate to call on us.

I P I E S T A F F

PIE LINKER(S)	NAME	PHONE
IPIE Director	Margaret Dwyer	317/632-3542

WHAT AM I LEADING?

Maybe we should begin by discussing what a "partnership" is. There are standards and expectations of each partnership in the program. You and the participants will add the particulars and unique qualities of your partnership as the partnership evolves.

The MISSION of Partners In Education, in our community is:

Business/education partnerships link participating companies or organizations with individual schools, encouraging each pair to develop its own cooperative relationship. The partnership meets the needs and utilizes the resources of both. Partnerships represent one of many ways to encourage greater business and community involvement in support of education. A partnership is a school and a business mutually agreeing and working toward fulfilling this mission.

STANDARDS AND EXPECTATIONS

Partnership activities must be outcome or objective oriented, supports and/or uses basic skills, provides participative and experiential learning opportunities in the "real world" that relate directly to the school's curriculum and/or school or business goals.

High standards are essential for a successful partnership. The following we believe are musts:

1. Begin with the support of the chief executive officers or top management.
2. Set measurable objectives which support curriculum/school or business goals.
3. Include a participative learning component.
4. Have a positive impact on students and other participants as demonstrated through evaluation.
5. Utilize human resources as the basic element.
6. Respect human dignity.
7. Conform to school and company policies.
8. Exhibit non-discriminatory practices (i.e., race, creed, sex).
9. Be a mutual relationship. Both parties must share in the planning and implementation, be accountable, and receive benefits.
10. Maintain on-going communications with the PIE staff.

Most partnerships start small and then grow. Generally, a good way to get people interested in becoming involved is to have a few successes. These successes are exciting and rewarding and the word spreads. Before long, you will have people asking you how they can participate. As with everything, though, sometimes this doesn't happen and the volunteer leader must actively promote and recruit volunteers. There's more information on this in the section called "Promoting Participation."

POSSIBLE PARTNERSHIP FORMATS

The following is a list of different approaches to a partnership. This is simply to expose you to the spectrum of possibilities. The activities may be directed toward any group of individuals in the school or business environment, e.g., teachers, administrators, clerical staff. There is nothing that says a partnership must have a set number of participants, or a set number of activities.

Instructional Support

* Share expertise in the classroom or business
* Provide one-to-one tutoring for students or employees
* Set up student experiments/simulations
* Organize a student shadowing program
* Arrange guest instructors for business or education
* Provide group assembly programs
* Lead portions of the class
* Share resource materials to compliment the lecture topic, e.g., articles from another country to support a world history lecture
* Provide interpretive material
* Tailor learning materials to reflect up-to-date technology, or real-world applications
* Develop curriculum applied simulations

Administrative Assistance

* Help redesign the interior of a school or business building to maximize energy efficiency
* Help modernize office procedures or improve day-to-day operations
* Sponsor staff planning activities
* Design a school attendance monitoring system

Staff Development

* Tours of school and company sites
* Workshops on business techniques for career education teachers and counselors
* Internships and summer employment opportunities
* Seminar series on data processing, budget preparation, personal financial planning
* Remedial classes or retraining for employees

Career Education and Other Curriculum Areas

* Participate in community education programs focused on problems relating to unemployment, self-awareness, re-training
* Develop work study
* Lecture on career choices
* Organize a career fair

Advocacy/Advisory

* Develop programs to increase involvement (e.g., parent or community) in school (s)
* Promote community support for initiating or expanding programs
* Advise curriculum committees
* Advise special projects
* Assist in fund raising activities

Enrichment Programs

* Work with specific groups of students or employees to improve individual skills
* Establish courses available to students/staff at the partner's business location
* Develop mentorship opportunities for special students
* Encourage development of extracurricular clubs that support curriculum
* Sponsor field trips relevent to course of study
* Utilize partners' facilities for displays, demonstrations, and performances.

Extended Services

* Develop internships or job placement opportunities
* Provide award incentives for attendance, or academic and athletic achievement
* Provide teacher recognition awards or ceremonies
* Co-participate in special athletic events
* Work with parent or employee groups
* Assist with school/business publications

* Use school facilities to expand company physical fitness program
* Use school auditorium for large company meetings
* Solicit donations of surplus materials, furniture, or equipment to either the school or the business
* Sponsor contests to achieve a set goal
* Establish a scholarship fund
* Direct contributions for specific projects
* Provide technical assistance, instruction, or services (e.g., computers, word processing, printing)

There are no doubt many more possibilities. You are only limited by your imagination.

MUTUAL RELATIONSHIP

No matter the kind of issues or objectives you wish to address, there is one important thing to remember: The relationship between the school and the business is a "PARTNERSHIP." It's easy to forget what a partnership means. Just remember:

** Identify the needs of both the school and the business.

** Inventory the resources and limitations of both the school and the business.

** Ensure that activities benefit both the school and the business.

Together, you're working toward a mutual mission.

HOW AM I TO LEAD?

What does being a volunteer leader mean? MANY THINGS!!! Collaboration in a partnership involves several levels of support and responsibility. Let's take a few minutes to explore these roles and responsibilities. Of course, specific responsibilities will vary depending on the nature of the activities undertaken. Each partnership is unique and will not fit into anyone's neat mold. Flexibility is essential and overlapping can be expected.

THE ROLE OF THE CEO OF A BUSINESS OR OF AN EDUCATIONAL INSTITUTION

The Chief Executive Officer must have a personal and corporate commitment to the Partners in Education Program. This commitment is evidenced by his approval and adherence to the guidelines and principles of the program and his communication of this commitment and its meaning to all levels of his organization.

The Chief Executive Officer is primarily responsible for the success of the program and thus has several responsibilities:

1. Appoints and directs an enthusiastic, competent Volunteer Leader.
2. Approves the guidelines and principles of the partnership for the business.
3. Motivates his employees to participate in the program.
4. Allows needs to be identified and resources to be utilized.
5. Stays in touch with the progress of the program.
6. Oversees the implementation of partnership activities.

7. Recommends changes or additional resources.

8. Expresses approval of partnership achievements and volunteer efforts.

9. Participates in recruiting other businesses for the program.

10. Confirms the organization's commitment to the program for the year.

11. Removes barriers to the program.

12. Provides the , Volunteer Leader with the support system and resources to fulfill his responsibilities.

13. Participates in functions when requested that are an important part of the partnership process.

THE BUSINESS VOLUNTEER LEADER

The Business Volunteer Leader is directly responsible to the Chief Executive Officer. He is also a member of the Partnership Policy Committee. A committed, enthusiastic Business Volunteer Leader acts as a liaison for the Business Volunteers and as a catalyst for the program's success.

The Business Volunteer Leader has the following responsibilities: (The Business Volunteer Leader may choose to delegate some of these responsibilities to another individual or group.)

1. Keeps the Chief Executive Officer informed about the program's progress.

2. Monitors the businesses adherence to the principles of the partnership.

3. Maintains responsibility for the company's adherence to the principles of the program.

4. Directs the asssessment of resources and needs.

5. Directs the planning, implementation, evaluation and documentation of all partnership projects.

6. Recruits in-house volunteers.

7. Develops a strong relationship with the school partner and recognizes the different cultures, i.e. "business talks outcome; schools talk process."

8. Assists School Volunteer Leader in matching volunteers to school or business needs.

9. Documents volunteer time, placement, scheduling, evaluation and program changes.

10. Coordinates schedules and released time with the volunteer's supervisor.

11. Promotes the program -- in house, through participant recognition -- publicly, by working with the Community Linker and the Indiana Partners In Education Director.

12. Attends training sessions and assists the Linkers in staff orientation.

13. Utilizes the Community Linker as a resource.

THE SCHOOL VOLUNTEER LEADER

The School Volunteer Leader is directly responsible to the Principal. He is also a member of the Partnership Policy Committee. A committed and enthusiastic leader acts as a catalyst to the program's success and is a liaison for the staff volunteers.

The School Volunteer Leader:

1. Keeps the Principal informed about the progress of the partnership.

2. Monitors the school's adherence to the principles of the partnership.

3. Directs the assessment of resouces and needs.

4. Directs the planning, implementation, evaluation and documentation of all partnership projects.

5. Recruits educator volunteers.

6. Develops a strong relationship with the business partner and recognizes the different cultures, i.e. "business talks outcome; schools talk process."

7. Assists the Business Volunteer Leader in matching resources to school and business needs.

8. Documents the volunteer time, placement, scheduling, evaluation and program changes.

9. Coordinates schedules and release time with the staff supervisor or Principal.

10. Coordinates transportation when necessary for partnership activities.

11. Promotes the program -- in house, through participants recognition -- publicly, by working with the Community Linker and the Indiana Partners In Education Director.

12. Attends training sessions and assists the Linker in staff orientation.

13. Utilizes the community Linker as a resource.

WHO DO I HAVE TO HELP ME?

One thing is for certain: you cannot carry a partnership alone. You do need help. Let's take a look at some of your more obvious resources.

IPIE Linker (Director)

The IPIE Linker is one of your primary resources. From the beginning, s/he is assigned to your partnership as your contact, liaison, support and resource person.

With a new partnership, the Linker is very active initially, and may facilitate your first planning meeting. S/he acts as analytical liaison to help coordinate and implement your partnership relationship.

Once the partnership is active, the partnership itself determines the role of the Linker. In some instances, the role is expansive; in others, very limited.

In all partnerships, however, for the Linker to serve your needs, communication must be open and regular between the partnership (you) and the Linker, via phone, written form, visits, meetings, etc. That, of course, is not to say the Linker needs (or even can) get involved with day-to-day activities of the partnership. The Linker makes sure the information you feed her/him is routed to the appropriate person. By keeping the Linker regularly informed, we can become a better resource and provide better service to you.

Generally, the Partnership Linker is available to provide the support systems and services that ensure the process and relationship are working to the benefit of both the school and the business.

Specifically, the Linker can assist you as well. The following lists many of those ways:

1. Facilitate good communication between partners, and help bridge any gaps that may develop.

2. Provide information or ideas for identifying and utilizing outside resources.

3. Assist with setting focus and objectives, and designing evaluation tools.

4. Assist in documenting partnership outcomes.

5. Develop various ways of communicating events and results of activities:

   a. Help you design a communications/publicity plan (targeted audiences and well-timed communications).

   b. Write articles for various publications (e.g., company newsletters, PARTNERGRAM, Chamber newsletter, journals).

   c. Develop fact sheets and media kits on your partnership.

   d. Develop printed materials on the total Partners In Education program.

6. Brainstorm creative and diverse ways of meeting identified needs, drawing from other partnerships locally and nationally.

7. Provide feedback on project designs and strategies.

8. Promote the entire PIE program to a larger audience so your recruitment and communication efforts are well received.

9. Provide individual and group training or other presentations where needed.

10. Develop recruitment and marketing materials for your use.

11. Assist in designing and implementing the planning and assessment meetings.

The program is designed so that each partnership will become autonomous and self-sufficient. The staff is always there, however, as your liaison, to assist you in your efforts and help tailor the structure to the uniqueness of your partnership.

THE PARTNERSHIP STEERING COMMITTEE

A steering committee may not be the total answer, but will be a must for you. The steering committee can, and probably should, represent the total school and business. The steering committee is there to share, support, motivate, assist, train, and encourage. If handled carefully, it can be your lifeline, and the program's.

The steering committee should be established at the beginning of a partnership or the school year and be carefully selected to meet the needs of the partnership. Who selects the steering committee members varies, depending on the situation. The two volunteer leaders, the Principal, students and a few teachers and business people who will act as champions are a good start. As goals change, your steering committee may change with it. The committee needs to be large enough to take on necessary responsibilities and small enough to function effectively. Keeping the committee at a minimum of five and a maximum of fifteen is simply a suggestion.

A "good" steering committee member possesses the same kinds of skills, talents, and commitment that the volunteer leader possesses. He/she should be:

**open-minded **knowledgeable **enthusiastic **dependable
**flexible **good communicators **possess knowledge of formal/ informal internal communication system

He/she will need to be able to work effectively in a group decision-making process, and have the time, ability, and willingness to give support to the program. It helps if the members can see the "big" picture.

Usually, the principal or vice principal will serve on the committee. A member of the PIE staff serves as an ex officio member. And often parents and students are represented.

The steering committee may take on any role to fit the particular partnership's needs. Some steering committees serve as the decision makers; some as the advisors; some as disseminators of information; and some as all of the above and more.

Working closely with this group to keep everyone informed and a part of the decision-making will help ensure that you have a valuable resource. Setting up a schedule of meetings with the committee at the beginning of the year will eliminate the "last-minute-I-can't-attend" syndrome. The number of meetings will depend on your partnership's needs. At least two meetings are essential: a planning meeting to decide on the year's mission, goals, and activities; and a wrap-up assessment meeting to look at the kinds of things that worked and the kinds of things that didn't.

Just remember that as a volunteer leader, a steering committee can be to your advantage. It can provide support, give needed input, advise, provide the needed scope and knowledge, take responsibility and encourage.

OTHER

There are numerous other resources you have available. Think for just a minute about your school system. What about the school board? Does the system have consultants available--curricular, human relations, administrative? A radio and TV instructional center? What about an on-going inservice program the partnership could tap into? A public relations/media department? Look at the business resources. Ask the same kinds of questions. Remember---the business can tap outside itself. The point is to explore all the avenues to make sure your partnership is tapping appropriate resources to be the best it can possibly be.

Managing a Partnership

AGREEMENT OF PARTNERSHIP
Between

YWCA

and

SCHOOL DISTRICT OF LANCASTER

PARTNER DATA

Name of Partner: YWCA
Address: 110 North Lime Street
Lancaster, PA 17602

Phone: 393-1735

Contact Person: Susan Eckert
Title: Executive Director

School District Partnership Area: Reciprocal Services

Contact Person: Jane T. Pelland, Asst. to Supt. for Partnerships
Phone: 291-6144

The Lancaster YWCA and the School District of Lancaster agree to enter into a partnership. This partnership shall be for the purpose of reciprocal services.

In order for the partnership to function effectively, the YWCA agrees to make available the following services:

1. The swimming pool/gymnasium area to accommodate up to 15 children at a time. (The pool is narrow, relatively shallow and therefore an excellent teaching facility. Teaching supervision would be provided by the YWCA.)

2. In-service programs in the following areas:
   a. Aerobics training
   b. Pre and post-natal fitness program

3. Junior High Home Economics Program/Child-Development Program.

4. Continuation of "Sisters Program" presently in operation at King School.

And the School District of Lancaster, agrees to make available the following facility:

1. The use of Buehrle School, 2nd floor for the YWCA elementary age day-care program during the following times:

   After school, 11:30 p.m. - 6:00 p.m.
   In-service days
   School snow days
   Holidays
   Summer city "camp" experience, 6:30 a.m. to 6:00 p.m.

   (The hours of these programs are linked to the needs of working parents.)

2. Two 2nd floor rooms on the east side of the building and office space on the landing will be made available.

3. The YWCA will be responsible for insurance and maintenance costs for the section of the building used, under the same conditions as outlined in the present lease agreement with the Lancaster General Hospital. Paragraph 6 Utilities, Paragraph 9 Maintenance and Repairs, Paragraph 11 Insurance and Exhibit A (copies attached)

4. An agreement shall be executed between the YWCA and the Lancaster General Hospital regarding utility and other costs. A copy of the agreement shall be considered part of this partnership agreement.

5. The YWCA shall be permitted to use surplus furniture stored at the Buehrle building. The YWCA shall have use of the furniture until such time as it is needed for District use.

6. The two rooms shall be placed in a satisfactory condition by The School District of Lancaster prior to the YWCA using them. The lavatories connected with the rooms and office space shall be placed in working condition. The preparation of the rooms shall be completed prior to June 4, 1984.

This partnership shall be in effect June, 1984 and shall be subject to a review after a six week period to determine if the partnership should be continued, be modified or be terminated. After the six week evaluation, if the determination is made to continue or modify the partnership the YWCA and the School District shall determine any ending date for the partnership.

It is also understood by the YWCA that involvement in the partnership program is for the sole purpose of enriching the educational experience of the students. YWCA agrees to adhere to the Board of School Directors' policy which prohibits both the promotion of products produced or distributed by that partner, or the recruitment of members to a particular organization.

A partnership agreement may be terminated by either party if a two weeks notice is given.

During the last month of a partnership agreement an evaluation will be made of the program. The process will include a self-evaluation by the YWCA and the School District, a progress report and recognition by the School District.

This partnership agreements will terminate on June 30, 1985 and at that point the partners will determine if there is a desire/need to continue the involvement for the next school term, or whether a new area should be considered.

_____

For YWCA

_____

For School District of Lancaster
Adm. Assistant to the Superintendent
For Partnerships

_____

Date

JTPlb/0254Fc/052484

ELEMENTS OF CULTURE

ELEMENTS OF CULTURE	BUSINESS	EDUCATION
Language	Multiple Jargon, depending on type and division. Usually relates to the concrete.	Jargon has a more universal similarity, but more obtuse.
Methods of Operating	Outcome Oriented High-Task Sequential Action-Oriented Need to find new or better ways of doing things. Constantly fighting the constraints of time.	Process Oriented High Relationship Cluster Thinking Discussion Oriented. Need to keep ordered and contained. Constantly fitting into the perimeters of time.
Taboos	Holding meetings without an agenda and time line. Misconstrued as having jobs available. Being viewed as "all powerful". Distortion of the company's image.	Administration spending a lot of time in the classroom. Calling people by their first names. Anyone but the teacher determining how something will be taught. Sharing methods and materials with colleagues.
What's Important?	Product/Service equals profit.	Process
History	Inter-dependence	

Indiana Partners
In Education
(317) 632-3542

INDIANA PARTNERS IN EDUCATION

CASE STUDIES

Case Study #3 - WORKING RELATIONSHIP BETWEEN VOLUNTEER LEADERS

The volunteer leader continuously comes late to meetings, doesn't follow through in a timely fashion, is hard to reach by phone and letter, doesn't provide information needed, although s/he exhibits interest and enthusiasm for the program.

Case Study #8 - PROBLEM-SOLVING BEFORE IT'S TOO LATE

A business and a school have been partnered for a full semester. The brainstorming, prioritization and initial program planning have taken place. Some of the projects have been completed in a successful manner.

But one project is developing a potential problem.

This problem entails educators and students developing a celebration with the business for their bicentennial anniversary. There is much excitement on the part of the students and the teachers about this opportunity, and there seems to have had been this same kind of enthusiasm on the part of the business.

Timelines have been set for development of activities and allocation of resources. The linker has noted that the timelines have not been met. S/he finds that the business volunteer leader is anxious about keeping the company commitment of having the students and teachers involved, since they are getting behind schedule. Even though the school has already begun their efforts. It appears to be too much of a budget constraint for the business, in addition to the overwhelming coordination, organization and time problem involved to complete the project. How can this dilemma be handled, and what are some alternatives?

Case Study #9 - PARTNERSHIP TRANSPORTATION PROBLEMS

A. A business person and the educator have planned an excellent project which relates directly to the curricula. However, it requires transportation of the students to the company site. There is concern that this project cannot be implemented becauase: a) there may not be money in the transportation budget for buses, b) buses that are in the budget may not be available during the time frame of the project.

Brainstorm solutions to finding transportation for the students.

B. Plans were made between the business volunteer and the educator volunteer that require bus transportation. The school system has agreed to provide buses for partnership activities. The educator has filled out the project planning form and notified that the principal that the buses will be needed on a specific day and time.

On the specified day, the buses do not arrive. There is great confusion about why they have not arrived. The business is very upset since it spent a great deal of time planning. The business and the educator are very upset, as are the students, because a great deal of time has been spent in preparation and in training of volunteers to provide a good project. Discuss what may have caused this situation to occur, and some strategies to keep it from occurring in the future.

Case Study #10 - THE EDUCATOR AND BUSINESS VOLUNTEER CAN HAVE DIFFERING PHILOSOPHIES ON A SUBJECT

A educator and a business person have been team-teaching for a year. The volunteer leader realizes that the educator does not wish to renew the partnership for the coming year.

Upon discussion with the educator, the volunteer leader finds that the educator does not feel strong enough to tell the business person that his method of teaching is contrary to her philosophy of teaching.

The volunteer leader counsels with the teacher on how this subject can be discussed, what to say, when to say it. The educator says that she cannot bring herself to do this, since she sees the business person as too important to challenge and cannot deal in an assertive manner. How would the volunteer leader solve this problem?

Case Study #14 - VOLUNTEER RECOGNITION

There has been a significant gain to learning outcome by the partnership effort for this particular year. All of the teachers and business persons, through their projects, have made significant qualitative and quantitative achievements. The volunteer leaders are trying to find a wide of variety of ways to support and recognize the great variety of volunteers and their motivators. Brainstorm ideas.

Case Study #15 - WORKING THROUGH LEVELS OF AUTHORITY

The Chief Executive Officer or the principal of the business or the school has made a non-administrative person the volunteer leader. The non-management person is having difficulty getting administrative personnel to cooperate. All efforts have failed, and s/he's only recourse is to go back to top level administration who gave him/her this responsibility to begin with, and let them know who has not complied. What are the ramifications of this action? How should the CEO have handled the matter initially or now, in this case? How could the linker or volunteer leader forestall this situation?

Case Study #17 - TYPICAL REQUESTS OF THE VOLUNTEER LEADER

The following are typical requests put upon the volunteer leader. What does the volunteer leader need to fulfill them and how should they be handled?

A. A television station calls. They are studying partnerships in education and they understand that the school has a partnership. They want to know what is happening that day that they can come and visit and film. They want to know who is involved, what is supposed to be accomplished and what kinds of activity, the names of persons involved, the numbers of students, what classroom, what period, and how this ties in to what is actually being taught.

B. There is a project request for some career guidance for a group of sophomores. The educator wishes to have a program similar to the ones that have been held in other classes. They would like some information on how those activities were designed and what were the results and who was involved.

C. The board wants to know what types of students have been involved with the partnership effort. There is a concern that only a certain group, like special education or gifted and talented or the freshmen have been involved.

D. The plant manager of the partner company wants some examples of partnership,activities that have been successful in the partnership, so that he can relay those to his personnel and therefore, generate volunteers to be involved.

E. A foundation has called the superintendent and would like to fund some of the partnership efforts, particularly those that have shown success through some evaluative measures. You are asked by the superintendent to provide evaluative information indicating success for the partnership efforts.

F. There is a knock on the door and a business volunteer enters. They have forgotten what room they are supposed to be in and what class they are supposed to be working with. They are asking for that direction. They do not have the name of the teacher, either.

Case Study #18

You have been asked to develop a public relations and media plan, as well as volunteer recognition plan, for the partnership effort. You know how important this is for generating support for the program and recognizing your volunteers. How would you proceed?

Case Study #19 - EVALUATION

Part of the voluntary commitment made on the part of the partners when the partnership was formed, was to work toward quality activities based upon identified needs. In order to determine the effects of a particular project upon completion, you have requested your staff design an evaluation tool. Evaluation is not looked upon with delight, and so you find resistance to completing this step in the process. They comment that it is just more paperwork requiring more time than it is worth. Furthermore, they feel the only reason anybody else would be interested in the evaluation is to "check up" on them. How would you handle this?

Case Study #23 - DESIGNING ACTIVITIES TO MEET NEEDS

The business person and educator have been matched and are beginning theirr planning session. They have set an objective for collaboration, but they are having trouble designing a good activity to meet the objective. Brainstorm some projects that would meet the following objectives(s):

> "Students will understand how language arts, math and science apply to work and life situations."

Case Study #26 - STUDENT INVOLVEMENT

There is a concern on the part of some of the partner volunteers that there is not enough student involvement in partnership management. Why is student involvement important? How can students become involved with the partnership? What can they do?

Case Study #31

Objective: Students will understand how language arts, math and science apply to work and life situations.

Teachers of language arts - english, science and math and vocational educators who use english, science, and math

applications in their vocational courses wish to collaborate together with business to meet the previously stated objective.

Brainstorm some projects that would meet this objective through this type of collaboration.

Case Study #32

What partnership efforts can be developed with rural schools when the district is mostly farming and very small business without heavy business but adjacent to a city or town?

Effective Groups

ACTIVITY: Characteristics of an Effective Group

OUTCOMES:
1. Participants develop understanding of behaviors, promote effective group work.
2. Participants practice consensus building skills.
3. Participants develop lists of possible characteristics for use in future process observation sessions.

TIME: 30-40 minutes

GROUP SIZE: Small groups, 5-8 participants per group

MATERIALS: None

DIRECTIONS:
1. Facilitator distributes characteristics of effective groups worksheet and instructs participants to:
   a. brainstorm characteristics of groups that are working effectively.
   b. select 10 items to include in their choices for this activity.
   c. select 3 of the 10 characteristics to use as characteristic to be observed in their next task group activity.
2. Facilitator directs small groups to report their 10 items and top 3 to the large group.
3. Facilitator leads the discussion of the reactions, insights, and learnings from the activity while clarifying any items of import that the groups may have omitted.
4. Variation: use the group characteristics worksheet with prestated characteristics.
5. Facilitator leads discussion. Questions:
   - What were the top items your group selected? Why?
   - How does this activity relate to the two major thrusts of school improvement? (continuous improvement)
   - How would you change this activity for use with a planning team? Why?
   - Why this activity? Objectives you see?
   - Are we modeling the behaviors we want others to demonstrate?

REFLECTIONS:
1. This is a different version of the "Characteristics I Value in a Colleague" activity.

GROUP CHARACTERISTICS

Listed below are statements that might describe characteristics of a good group. Read the list and select the three most desirable or important and the three least desirable.

Each group member should take two minutes to explain his choices and the reasons for them. After that, the group as a whole should make an attempt to arrive at group consensus on the three most important or desirable and the three least important or desirable.

It will be difficult for you to select the three most and least desirable characteristics, but force yourself to make the necessary judgment.

MOST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

LEAST IMPORTANT OR DESIRABLE

1. _____
2. _____
3. _____

Brainstormed -- 12 Characteristics

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Program Design

HOW DO I DESIGN THE PROGRAM ?

In a planning meeting, you and the steering committee will want to design the year's program.

NEEDS

The way to begin a good year's partnership is to know what the school/business wants from the partnership. Working with the steering committee, you need to determine the school's and business' needs. You can get the information in a number of ways. Use whatever techniques suit your needs.

It helps if the steering committee is familiar with both the school and business. If there are members who have not toured both facilities, we strongly encourage them to do so. Often, this 'little ' detail is forgotten as steering committee members change over the years. Talking one-on-one or handing out a survey are possibilities. Developing separate charts for each partner, and then comparing and combining needs is another way.

FOCUS

Once the committee has identified the needs of each partner, it can then decide on a specific focus for the year. A partnership obviously cannot address and take care of all the needs. A really important step at this point is for the committee to put in writing the partnership's mission for the year. Some sample mission statements are:

"To reduce tardiness and absenteeism among students, teachers, and employees by increasing interest in day-to-day responsibilities."

"To raise morale among students and staff, increasing school and business pride, and communicating a positive image to others."

"To reduce substance abuse, vandalism, and other negligent behavior among students and employees, and motivate them toward achievement."

"To provide real-world experiences for students and practical application of the curriculum, at the same time giving company employees the opportunity to translate academics to practice."

"To provide students with culturally diverse and successful adult role models, while giving company employees the opportunity to develop their leadership skills."

OBJECTIVES/PROJECTS

Now, how do the partners want to achieve their mission? The initial brainstorming process will generate projects and volunteers to work on them. As the Partnership develops, request volunteers to submit desired objectives to be matched with resources for project planning. (Appendix D offers a brief explanation of writing objectives.)

Projects need to address curriculum needs or school/business goals. As such, they may fall into some basic categories, from staff development to classroom activities. Some examples include:

* A bank provided the design and implementation of career/life planning courses for students at one high school. Business speakers provided future forecasting of careers. Representatives of post-secondary institutions provided the motivation for students to continue their education. Students benefit from information on career direction and role models provided by business. Business gained students who, through continued education, will be better consumers and producers.

* A leadership organization helped fifth and sixth grade students set up mini-businesses. This project included the development of math, language arts, economics, creative and critical thinking, leadership and entrepreneurial skills for the students. Education gained because students developed a more positive attitude and a better awareness of how business works.

* A real estate firm concerned with downtown development provided a multi-faceted project that helped students understand the past, present and future of their city and a process to develop their downtown. This process can be applied to other problematic situations. By integrating all the disciplines, as well as leadership development and higher level thinking skills, students developed their own audio visual production on downtown development and a newcomers kit for kids.

* Upgrading of skills and remediation of employees are provided by the education partners. This allows a business partner to keep up with their training and retraining demands.

* Businesses with a science or math orientation have provided mentors for students interested in these fields, as well as in-service training for educators.

* Computer math students at a high school developed software programs saving their business partner employees two hours of time per day.

* Physical fitness, athletic facilities and expertise were provided to the business partner by the education partner. Employee fitness programs can result in a reduction in insurance rates.

* A business gained insight into its own attendance problem by working with the school partner to solve its attendance problem.

* Students assisted an insurance firm in developing an instructional video tape explaining actuarial science for use in career day activities.

* Architectural students were paired with a business partner who was constructing a new building. Students had the opportunity to tour and study a building that is ahead of its time technologically, especially in the design of the heating and cooling system.

* A city water company and an architectural firm worked with junior high students to develop a "Land for Learning and Living" from a pond on the school property. The students drew from all educational disciplines to develop this community nature center.

A word of caution here. A partnership should never become an activity trap. There always needs to be a design---a purpose for what's happening.

Each activity requires some kind of assessment/evaluation. Evaluation can be done in any number of ways, but it does need to be designed up front. Refer to the section on "Assessing Your Efforts" for further information.

Partnership Committee Responsibilities

Review Project requests for resource allocation, recruite resources, i.e., volunteers, equipment and facilities, review project outcomes and evaluation, organize and maintain a system of communication, solve problems, remove obstacles, provide volunteer recognition and subcommittees for the above. This can expand involvement to more students, teachers, and business persons.

TIME LINE

We suggest you have a subcommittee responsible for at least two main areas: evaluation and public relations. You can add other subcommittees as you need them. This is also the time to design a time line of activities and responsibilities so that each committee member can be most effective and productive. The committee can help you with program administrative tasks that you alone will have difficulty doing. You can establish subcommittees at this time.

SCHOOL/BUSINESS PARTNERSHIP

BRAINSTORMING AND PLANNING PROCESS

All members of the school/business partnership task force should participate including the school principal.

The process session takes 4½ to 5 hours. It is best to do the brainstorming on one day for 2½ hours and the planning, 2½ hours, on another day very soon after the brainstorming.

OBJECTIVES:

A. Brainstorming

1. Indentify each others needs, resources, and limitations
2. Recognize communalities and priorities
3. Build trust, communication, and joint responsibility

B. Project Planning

1. Clarify objectives
2. Initiate general design
3. Allocate resources; provide for limitations
4. Delegate responsibilities
5. Provide time line for completion of planning, implementation, evaluation and public relations

BRAINSTORMING DESCRIPTION: (2½ hours)

45 minutes - Posting of needs, resources and limitations on newsprint sheets titled; Business needs; Business resources and limitations*; School needs; School resources and limitations

Task Force members use profiles, notes from facilities' tours, and project request sheets for this exercise. They are asked to put needs etc. on sheets for themselves and their partner.

*Resources are indicated by a + sign; limitations by a - sign.

1 hour-Clarification:- After needs, resources, and limitations are listed, the facilitator reads each entry and asks the originator to clarify it. The facilitator ties together common entries etc. This is an important step in community building, since dialogue occurs around important issues.

PRIORITIZING DESCRIPTION:

10-15 minutes - Individuals rank needs from newsprint sheets, using the following considerations, as short and long range priorities.

Considerations when prioritizing:

1. What will be accomplished?
2. Who will benefit?
3. What resources are required?
4. What limitations are involved?
5. When can we do this?
6. Who else needs to be involved?

Definition of short range:

1. completed in next 4 - 6 weeks
2. easy to do
3. assured of success
4. has merit
5. could be planning for long range project

Definition of long range:

1. completed during remainder of semester
2. several components
3. requires additional planning, resources, etc.

15 minutes - Small group prioritizing: Individuals' lists are used to compile small group lists using same considerations for short and long range priorities as above.

15 minutes - Single list prioritizing for the total group from small group lists.

PLANNING SESSION: (2½ hours)

This session completes initial planning on prioritized needs. This initial planning can then be turned over to a subcommittee for final planning, implementation, evaluation etc. Important: One of the planners from initial planning should stay in the subcommittee.

The prioritized needs for planning are distributed to small groups. At this point, key persons necessary for the planning may be brought in to the groups.

Groups need to attend to the following:

- Project Title
- Objectives
- Brief description of project
- Resources needed to complete project and limitations that need to be considered
- Who else needs to be involved
- Who is responsible to carry project into subcommittee
- Date of first meeting of subcommittee

Note: See Project Outline which contains the above steps. The subcommittee completes the project outline.

The small groups report their planning to the total group for comment and approval.

A date for a follow-up meeting, preferably when short range project evaluations have been completed, should be set. This meeting will allow feedback on problems and reinforce successes.

All information and responsibilities from both sessions should be documented and sent to all who participated.

MARGARET M. DWYER, DIRECTOR
INDIANA PARTNERS IN EDUCATION
(317) 632-3542

SCHOOL/BUSINESS PARTNERSHIP PROJECT OUTLINE

SCHOOL NAME: _____ ADDRESS: _____ PHONE: _____

NAME OF BUSINESS: _____ ADDRESS: _____ PHONE: _____

☐ School Volunteer Leader: _____

☐ Business Volunteer Leader: _____

Project Planner Names for School and Business: (Include home phone numbers)

Project Planner who has ultimate responsibility for project implementation: _____

Check name of volunteer leader (above) who receives completed project outline with attachements and will monitor project.

PLEASE SUPPLY THE FOLLOWING INFORMATION, USING ATTACHMENTS WHEN NECESSARY:

1. PROJECT TITLES:

2. PROJECT OBJECTIVES - Objectives must explain how project: 1. relates to curriculum, 2. supports skill development, 3. has an experiential component.

3. DESCRIBE THE PROJECT:

4. LIST RESOURCES YOU WILL NEED TO COMPLETE THE PROJECT AND INDICATE WHOSE THEY ARE:

5. LIST THOSE PERSONS INVOLVED IN IMPLEMENTATION OR RECEPTION OF BENEFITS FROM THE PROJECT:

Example:	X	Students	How many 30	Identify 7th Grade
Check:	_____	Business employees	_____	_____
	_____	Students	_____	_____
	_____	School staff	_____	_____
	_____	Parents	_____	_____
	_____	Community	_____	_____
	_____	Other	_____	_____

6. SUBMIT SCHEDULE - A time-line for the planning and implementation sessions

Objectives(s) will be written by when? _____

The Names of those involved in the implementation? _____

_____

Sessions for the project will be:

Date(s): _____

Time(s): _____

Place(s): _____

7. What will be the method of Publicity and Volunteer Recognition? When?

8. What will be the method of evaluation (following Partners In Education format) and when will it be completed?

1/83

METHOD OF EVALUATION

SCHOOL/BUSINESS PARTNERSHIP PROGRAM

REASONS FOR EVALUATION:

1. To achieve better project outcomes
2. To measure project effectiveness
3. To communicate results of the project

NECESSARY COMPONENTS IN THE EVALUATION:*

1. LIST OF OBJECTIVES

   -- List expected outcomes, results, and accomplishments.

2. LIST OF INDICATORS

   -- For each objective, show evidence that will indicate the objective has been met.

3. METHOD OF REPORTING INDICATORS

   -- Use paper evaluations, observation, or random sample interviews to report evidence.

4. METHOD OF COMMENTARY

   -- Use some form for gaining student, teacher and business comments on strengths and weaknesses of the project.

* SCHOOL AND BUSINESS PROJECT PLANNERS DETERMINE THE OBJECTIVES, INDICATORS, REPORTING PROCEDURE AND FORM FOR COMMENTARY.

IN EACH COMPONENT, SHOW HOW YOUR PROJECT: RELATES TO THE CURRICULUM; SUPPORTS SKILL DEVELOPMENT; AND IS EXPERIENTIAL.

MARGARET M. DWYER, DIRECTOR
INDIANA PARTNERS IN EDUCATION
(317) 632-3542

Project Name: EVANS TIGERS

Objectives: Students will become aware of how the American Economic System works by setting up a business to sell pennants.

Indicators:

A. Students will show their knowledge of how the price of an object is set.

B. Students will keep a record of all transactions

C. Students will use a bank in their business

D. Students will sell a finished product

E. Students will close a business

Methods of Reporting:

Indicator A: After considering all the costs of production and distribution, students will help decide on a price to sell their pennants.

Indicator B: Members of the Board of Directors will keep detail records of: Stock holders, expenses, and income, merchandise.

Indicator C: Students will set up a checking account and apply for a loan.

Indicator D: Students will take out pennants to sell after they have been demonstrated how to and how not to sell them (role play). Includes handling money.

Indicator E: Students will close the Evans Tigers Co. Last activity will be to write checks out to the stockholders.

Method of Commentary: We will use a paper evaluation of teachers, business persons and students.

1. What did you like about the project?
2. What didn't you like?
3. Suggestions for change?

bv: Ken Zahora

PARTNERSHIP INFORMATION (PI) FORM

INSTRUCTIONS

The Partnership Information (PI) form is designed to aid the flow of communication within the partnership and to the Partners in Education (PIE) staff. This information is needed to ultimately enhance the program's implementation and evaluation processes.

The form has two sections. Following are step-by-step instructions for completing the PI form after you have established measurable goals and objectives for the project.

SECTION I: PROJECT DESIGN

NOTE: This section **must be** completed after the project has been planned, and before it is implemented.

STEP 1: Fill in the top and left margin information lines.

STEP 2: Complete each category. Please take special notice to the following:

WHO is involved with the project? (List names and titles of all volunteers, and the number of students and their grade levels.)

WHAT is the project? (Briefly describe and indicate any advance preparation.)

WHEN is the project scheduled? (Be specific with dates, times, and if a continuing project, frequency.)

WHERE will the project be held? (Be specific as to the school or business and room number(s).)

WHY is the project being planned? (List reasons for implementation and the goals and projected benefits.)

STEP 3: Fill in the following information:

Summarize the costs involved and indicate who will be responsible financially, and their relationship to the activity. Also designate any business in-kind contributions or school-absorbed expenses.

List the publicity you wish to receive (e.g., Partnergram, radio, etc.). The PIE communications director is available to provide technical assistance as needed.

List any other comments, plans or challenges not mentioned above.

STEP 4: Mail the completed ~~white~~ yellow copy to your PIE program director at least two weeks prior to the start of the project. Retain the ~~yellow~~ white and blue copies for the completion of Section II.

SECTION II: RESULTS (SUMMARY)

NOTE: This section **must be** completed after the project and evaluation have been completed. This section corresponds with the operational plan section above, and must be completed by assessing the results of the plans you outlined.

STEP 1: Answer the questions which correspond to the five categories.(who, what, etc.)

STEP 2: List any comments you have regarding your personal experiences as a volunteer leader involved with the project.

STEP 3: Mail the ~~yellow~~ blue copy to your PIE program director no later than two weeks after the completion of the project. Retain the ~~blue~~ white copy for your future use.

Questions???? Call us at
(317) 267-2926

THE CHAMBER'S SLICE OF PIE

PARTNERS IN EDUCATION

INDIANAPOLIS CHAMBER OF COMMERCE
320 North Meridian Street ● Indianapolis, Indiana 46204

Title/Project: _____ Date: _____

School: _____ Business(es): _____

Submitted By: _____ _____

Department: _____ _____

SECTION I: PROJECT DESIGN

WHO

School Volunteers & Titles	Business Volunteers & Titles
_____	_____
_____	_____
_____	_____
_____	_____

Total Educators: _____ Number of Students: _____

Total Business Reps: _____ Grade Level(s): _____

WHAT

Briefly describe the project

_____

_____

_____

_____

Preparation necessary: (Check all that apply)

☐ Teacher ☐ Business ☐ Student ☐ Pretest ☐ Other

If other, explain _____

WHEN

Date(s) & Times(s): _____

Frequency: _____

WHERE

(Be specific) _____

_____

WHY

List objectives as they relate to the curriculum or school and business goals

_____

_____

_____

Cost: (Designate expenses/providers) _____

_____

Publicity and other planned communications: _____

_____

Other comments, plans or challenges: _____

_____

School Volunteer Leader(s): _____

Business Volunteer Leader(s): _____

Date: _____

SECTION II: RESULTS SUMMARY

Were the appropriate individuals involved? Are there other individuals that could have been involved?

_____

_____

_____

How many participated:

Total Educators _____ Number of Students _____

Total Business Reps _____ Grade Level(s) _____

What areas of learning were affected? How was the project designed to maximize learning?

_____

_____

_____

Were the necessary preparations completed? What additional preparations would you recommend?

_____

_____

_____

Were the date(s), time(s) and frequency beneficial for the project? _____

Suggested changes? _____

Was the location appropriate? If not, where should it have been held? _____

_____

Method(s) of evaluation used: Survey of ☐ Teachers ☐ Business Reps ☐ Students; ☐ Test(s)

☐ Project Composition ☐ Other. (If other, explain): _____

Describe results of evaluation: _____

Were objectives met? How do you know? _____

General Comments

List any strengths, weaknesses or other comments you have regarding the effectiveness of the project:

_____

_____

_____

_____

STEPS TO GOOD PROGRAM DESIGN

PURPOSE:

- To have business and education plan to specific learning outcomes.
- To develop activities that will provide the learning outcomes which will use the resources of both business and education in a synergistically creative way.
- To continue to develop and build a relationship based on mutual understanding and good communication.

STEPS:

1. Discuss and decide WHAT needs to be accomplished - what will the learner gain - who is the learner - WHY will this accomplishment be mutually beneficial to both partners.
2. Discuss and agree on HOW the partners will bring their resources to bear on what needs to be accomplished.
3. Be empathetic, flexible, and tolerant to limitations and differences.
4. Summarize what is to be accomplished, why, how, by whom, and when.

PARTNERS IN EDUCATION

ELI LILLY AND COMPANY - EMMERICH MANUAL HIGH SCHOOL

Partnership Activities for School Year 1983-84

1. In-Service Training - August 23, 1983 - Eighteen members of Manual's staff were guests of Eli Lilly for an informative in-service training program. The topic of the symposium was Recombinant DNA. The following is a list of the speakers, their positions, and topics.

   Dr. Robert Santerre: Research Scientist in the Molecular Biology Research Division. Topic: "Introduction to Genetic Engineering Technology and Cloning."

   Dr. Tom Ingolia: Senior Scientist in Molecular Genetic Research. Topic: "Yeast Gene Expression."

   Dr. Clegg Waldron: Senior Scientist in the Molecular Biology Research Division. Topic: "Genetic Engineering of crop plants."

   Staff members participated in a question-answer session with the speakers at the conclusion of each topic. Manual staff members who attended the symposium were guests of Eli Lilly for lunch and then toured the exhibit hall and viewed displays about the divisions and products of Eli Lilly. This program was an excellent example of the business partner sharing its expertise with education.

2. Big Sisters - Sixteen selected sophomore girls were paired with selected Eli Lilly employees for monthly activities to broaden the horizons of the Manual pupils involved and add to their feelings of self worth. Some of the activities that the girls participated in were (November) Tour of Oldfields and the Art Museum; (December) Walking Tour of Downtown; (January) Bowling or Skating; (April) Elizabeth Arden Make-up Training Session; (May) visit to Chicago Museum of Science and Industry. The objectives of the program were to keep girls in school and to make available an adult support person when needed.

3. Big Brothers - Fourteen sophomore boys participated in activities designed to encourage underclass and/ or minority students to remain in school and complete their education. This activity enabled socially isolated students to see Indianapolis and provided cultural and personal enrichment for them. The program also allowed students to observe and consider a variety of vocational opportunities. Some of the activities that the boys participated in were (September) Orientation and visit to Lilly Center; (October) I.U. Football Game; (December) Christmas Dinner at La Scala; (January) Pacer Game; (February) Visit to Herff Jones Company; (March) Vocational Tech. tour. This program also made available an adult support person when needed.

4. Lilly Guest Night - October 7, 1983 - Sixteen guests from Eli Lilly and Company attended the Manual/Howe football game. This was also the Manual Homecoming Game. February 17, 1984 - Eli Lilly and Company employees and their families were offered complimentary admission to the Manual/Southport basketball game. Lilly guests and their families were admitted by simply showing their Lilly I.D. Signs were placed at the football field and gym welcoming Lilly personnel and the guests were officially welcomed over the P.A. at half time. It is hoped that Lilly personnel will continue to take advantage of the invitation

to become more familiar with the activities of Manual H.S.

5. Greenhouse Project - Plant Experimentation - October 11, 1983-November 22, 1983 Twenty Science Club members participated in this program. Dr. Lynn Guse from Eli Lilly (Greenfield) met with the Science club at 7:00 a.m. every Tuesday for eight weeks to plant crops and weeds, apply chemicals, and collect data. The project was designed to demonstrate the tolerance or susceptibility of selected weed and crop species to various commercially available herbicides applied at various stages of plant growth. The students energetically followed procedures he proposed. The project demonstrated good utilization of the Manual greenhouse facilities and was eagerly viewed by many interested parents, students and staff members for the many weeks of its development.

6. Life Cycle of the Army Worm - October 10, 1983-November 22, 1983 - Twenty-five basic biology students and one faculty member conducted an experiment with insects. The class observed army worms and mosquitoes through the basic life cycle from eggs to maturity. They observed and recorded their findings. This experiment was related to the study of metamorphosis which is part of the curriculum of the course. The students learned to perform scientific experiments, make scientific observations, and record the information.

7. Skin Analysis - October 18, 1983 - Mr. Allen Schmidt and Mr. Brett Farrell from Eli Lilly presented a program on skin analysis to ninety biology students and one staff member. The students experienced a hands-on situation in learning about skin analysis. The program was met with much enthusiasm. The purpose of the program was to expose biology students to an expert in the field of skin analysis.

   Following are some student comments about the strengths of the experience.

   "For each person to be able to experiment themselves, instead of the instructor or the teacher doing it all."
   "Everyone got to know what their skin looked like under a microscope."
   "Skin impression and use of microscopes."
   "The ultrasound experiment."

8. Scientific Career Exploration Fair - November 15, 1983 - The companies and educational institutions listed below provided representatives to discuss scientific careers with sixty-nine Manual chemistry and physics students and four staff members in the Media Center during a double period program (110 minutes).

   Walter A. Cory Jr.: Coordinator for School Science, Indiana University.

   Jane Patterson: Ivy Tech.

   Ben Zaborowski: Personnel Representative, Eli Lilly and Company.

   Herb Clark (former Manual student): Eli Lilly and Company employee for ELANCO.

   Lamar Johnson (former Manual student): Electrical Engineering student at IUPUI.

The speakers talked about career opportunities in science and engineering for those attaining varying levels of education, from high school to post-graduate.

Mr. Cory showed a slide presentation.

The objectives of the program were to develop consistency between realistic and idealistic career choices, enable the students to focus on more specific careers suited to their interests and talents, and to prod the students to further investigate career opportunities.

9. Mini Auditorium: Students Against Driving Drunk. Speaker: Robert Anastas, Executive Director - December 1, 1983 - Five hundred students and twenty faculty members attended two mini auditorium programs (260 each) in the Emmerich Manual H.S. Media Center.

Mr. Robert Anastas, founder and executive director of "Students Against Driving Drunk" was a very dynamic guest speaker. His topic was "Students Against Driving Drunk." He discussed the statistics of numbers of teenagers killing themselves and each other (one each hour) and challenged them to get involved and do something to stop the slaughter. Manual has established a SADD Chapter as a result of this program. Students and faculty representatives of the Indianapolis City Wide Student Council were invited to attend in order to encourage more schools to get involved.

The program was made possible by the generosity of Eli Lilly and Company. The SADD goals were to help eliminate the drunk driver and save lives, alert high school students to the dangers of drinking and driving, conduct community alcohol awareness programs, and to organize peer counseling programs to help students who may have concerns about alcohol.

10. Industrial Arts Shop Tours of Machine and Carpenter Shops - December 6, 1983 - Forty-four students and two faculty members were able to observe industry in action and to talk to individual employees in those areas. The students observed the workers' daily routines: being on the job every day, observing safety rules, and putting vocational skills into practice. The students were able to observe the work environment of these vocations. Many students commented about the great variety of tools they were able to see. This has been a very popular program.

The purpose of the program was to help students understand the opportunities related to the Industrial Arts field and to help them understand the importance of completing related subject requirements.

11. Tour of Manual - December 13, 1983 - Five students, ten faculty members, eleven Eli Lilly personnel, and two Chamber Education personnel participated in the second Lilly Tour of Manual. The guests spent one-half day at Manual visiting classes in all departments, having lunch in the cafeteria, discussing Manual activities and classes with student and teacher guides. At the end of the planned program, Lilly personnel addressed their unanswered questions to a panel of students, teachers, and administrators. The guests were each given a Manual yearbook, a student manual, and booklets on the History of Manual High School.

12. Lilly Print Shop Tour (also Production) - December 14, 1983 - Twenty-five students and one faculty member toured the Eli Lilly Print Department to familiarize students with equipment and methods used in industry. They were able to observe offset printing processes used in industrial practices and compare them with the processes used in the E.M.H.S. graphics arts lab. They were able to relate classroom activities with the world of work and to observe first hand the environment of a graphic arts room. The class also toured the production area.

13. Drafting and Production Tour - December 14, 1983 - Twenty-five students and one faculty member toured the Eli Lilly drafting facility to familiarize students with equipment and methods used in industry. Students were able to relate classroom activities with the world of work and to observe first hand the environment of a drafting room. Students became aware of up-to-date methods and practices used in industrial situations. They were also able to tour the production area.

14. Manualaires Christmas Entertainment - December 21, 1983 - Sixteen Manualaires and one faculty member provided Christmas music during the lunch periods for Eli Lilly employees and their families at the LIC 1555 Industrial Center. This performance took place while the students were on their winter vacation. Eli Lilly employees were very impressed with the professional program as well as the fact that the group had donated their vacation time for the fourth consecutive year.

15. Electricity Shop Tour - January 11, 1984 - Twenty-four students and one faculty member toured the electricity shop facility at Eli Lilly for the purpose of obtaining an overall understanding of job related skills, course related requirements, and viewing the working environment. This program created much enthusiasm among the Manual students, who were able to see the necessity of safety on the job and view the apprenticeship program.

16. Jenny Tournament - February 2, 1984 - Nine students and two faculty members were given tickets to the Jenny Tennis Tournament.

17. Pacer Luncheons - February 8, 1984 - Five members of Manual's girls basketball team and their coach attended a Pacer luncheon. March 21, 1984 - Five members of the Manual boys basketball team plus their coach attended a Pacer luncheon. Tickets for the Pacer luncheons were provided for the Manual athletes and their coaches by Eli Lilly and Company. This is the fourth year for this activity, and it has always been greeted with much enthusiasm. The students have appreciated the opportunity to get to know and talk to professional athletes from Indianapolis who perform in the same sport. The Pacer players could be role models for some of the high school basketball players.

18. Business Student - Apprentice Program - February 6, 1984 - May 31, 1984 - Eli Lilly and Company offered to provide work experience (without pay) for one of the Manual filing students in an apprentice program. Junior Judy Bradshaw applied for the position and was accepted. She received one elective business credit for the Service Learning Experience Course (I.P.S.) after complying with the requirements of the course.

    The Service Learning Experience Course was designed to provide students the opportunity to utilize community resources in a working, learning role. The student received on the job training in a corporate atmosphere. Both Eli Lilly and Company and Judy Bradshaw were pleased with the results of the first business-apprentice program with Manual High School.

19. Enrichment and Encouragement of Foreign Language Study - Sixty foreign language students and one faculty member participated in the first Lilly/Manual foreign language program.

    Through a series of visitations (involving two speakers per visit) employees from Eli Lilly and Company spoke to some of the foreign language classes. The speakers were all natives of other countries; some were from English speaking countries, but most were from non-English speaking areas.

The guest speakers provided language and cultural knowledge of other lands, thus expanding the students' world awareness as well as demonstrating the need for and benefits of knowing and speaking other languages. These programs provided a stimulus to encourage many students to further their own language study. The guests acquired an awareness of the thoughts and interests of some American youths.

Following is a list of the dates of the programs, the speakers names, and the country they represented:

February 21, 1984	Thierry Lacabane	France
	Alejandro Gutierrez	Mexico
March 13, 1984	Jacques Gohier	France
	Karim Hajji	Marocco
March 27, 1984	Richard Pilnik	Brazil
	Carlos Garcia	Columbia
April 17, 1984	Antonio Rodriquez Arce	Spain
	Susumu Seki	Japan
May 8, 1984	Una van Wijk	South Africa

20. Sullivan Award Dinner - February 27, 1984 - Eight students and two faculty members from Manual were given an entire table of tickets for the Sullivan Award Banquet by Eli Lilly and Company. Students were exposed to a social situation which required a formal standard of dress, behavior, and social etiquette. This project allowed students to attend a formal dinner and meet important people. It made students more aware of achievements in amateur athletics and Indianapolis's role in developing this city as one of the amateur athletic capitals of the world.

21. Guest Speaker for Art Class (Richard Beck) - March 6, 1984 - Eight students and one faculty member heard a presentation by Mr. Richard Beck, a Lilly employee, who is the Art Director for Lilly's. Mr. Beck discussed the function of commercial art in big business with Manual's Commercial Art Class.

22. CPR Lecture, Demonstration, and Film Presented by Dave Roler of Eli Lilly and Company - March 6, 1984 - Twenty Science Club members and one faculty member observed a presentation on cardio-pulmonary resuscitation. Mr. Roler discussed cardio-palmonary resuscitation and the importance of everyone being trained. He demonstrated the procedure and showed a short film.

The students were eager to continue toward certification. This would be strongly recommended for a future program involving several sessions. Students would need ample time to practice the procedure so that "hands-on" experience could be gained.

23. Data Processing - Guest Speakers from Eli Lilly and Company - March 13, 1984 Thirty-five students and one faculty member from Manual heard two information analysts present a talk describing the functions of programming and how this skill is utilized in industry. This program reinforced the "Introduction to Data Processing" curriculum content with respect to the electronic computer language, computing systems, internal storage of information, programming, and jobs and careers in automated data processing.

24. Passive Hemagglutination - March 13-14, 1984 - Thirty biology students and one faculty member participated in a two day laboratory program conducted by Melinda Heim of Eli Lilly and Company. Antigen-antibody reactions were observed by using sheepblood. The immune system was introduced and students learned many new laboratory techniques such as pipetting and making serial delutions. They observed agglutination as seen in immune responses.

Some of the strengths of this program were the student involvement, its strong organization, and the fact that sufficient lab materials were provided so that all could participate.

25. Career Awareness Seminar-Mathematics Professions - March 14, 1984 - Seventy-five geometry, algebra, and advanced math students and three faculty members met in the Manual Media Center to hear Dr. Sampson (Lilly statistician) and Katherine Voss (Lilly Computer Expert) speak on the topic of "Mathematics In Your Future." The objectives of the program were to make students aware of the importance of mathematics in the business world and to act as a stimulus to encourage students to take more than the minimum number of math classes. The speakers discussed their educational and career backgrounds.

26. The Close Up Program - March 25-31, 1984 - Three students and one faculty member participated in the program. Expenses were partially funded by Eli Lilly and Company. The Close Up Foundation used Washington,D.C. as a classroom with participants interacting with government officials. Seminars and workshops were designed to probe current issues by allowing opportunities to question the speakers. Through total immersion in the Washington environment and political process for a full week, students were able to concentrate fully on the subject matter and to learn through discovery.

27. Mini-Auditorium - Jeffery Kahane - (Information & performance) - April 10, 1984 Two hundred music students and three faculty members listened to Jeffery Kahane (pianist) perform and discuss his profession in the E.M.H.S. auditorium. The purpose of the program was to encourage students to appreciate classical music, both in study and listening, and to encourage students to develop skill at the keyboard. This program gave the students an opportunity to observe a live musical performance.

28. Quest - Guest Speaker (Nancy Shaw) - April 13, 1984 - Fourteen students and one faculty member listened to Nancy Shaw (guest speaker from the personnel department of Eli Lilly and Company) give suggestions for job applications and interviews. She acquainted them with typical application forms and questions which might be asked in an interview. She also gave tips on dress and other ways to make a good impression during interviews.

The objectives of the program were to acquaint pupils with application forms and with information about job interviews.

29. Coal Mining, Reclamation, and Related Careers - April 25, 1984 - Glenn Shadoan, representative of Amex Coal Co. showed a film and discussed coal mining, reclamation, and related careers to thirty students and one faculty member from the Earth Science class.

The objectives of the program were to make the students more aware of the need for conservation, the utilization of coal in Indiana, and the part it plays in generating electricity.

30. Mini Auditorium - Alpha Blackburn, Fashion Designer - April 25, 1984 - Alpha Blackburn, a prominent Indianapolis dress designer, presented a selection of her spring line of fashions to approximately two-hundred-forty Manual students and seven faculty members. She discussed her educational background and careers related to the fashion industry. She provided time for a question answer period at the end of her presentation. One of Mrs. Blackburn's featured models graduated from Manual in 1979. This added reality to the presentation. The students were also given an opportunity to ask the models questions.

31. Advanced Science Students Shadow Experience - April 25, 1984 - Nine senior science students participated in a career investigation and observation experience. Each student observed a person in a career of his or her choice for an entire working day at Eli Lilly and Company. The host at Lilly was asked to make the day as typical as possible so that the student could get some exposure to the work atmosphere in that area. Student exposure to the area of individual interest provided an attempt to resolve questions about apparent discrepancies existing between realistic and idealistic career choices.

32. Quest - Field Trip To Eli Lilly and Company - April 26, 1984 - Fourteen students and one faculty member visited Eli Lilly and Company, filled out job application forms, and participated in mock job interviews with representatives of the Personnel Division. The interviews were videotaped so the participants could later examine the interviews and offer realistic suggestions for improvement.

33. Tickets for Armed Forces Day Banquet - April 27, 1984 - Three R.O.T.C. students were given tickets for the Armed Forces Day Banquet at the Indianapolis Convention Center by Eli Lilly and Company. Students were exposed to a social and military situation which required a formal standard of dress, behavior, and social etiquette. This project allowed students to attend a formal dinner and meet important people.

34. Mini Auditorium - Shakespeare On Love - May 8, 1984 - Elizabeth Ware and John Lampson from the Indianapolis Shakespeare Festival touring group presented a program entitled "Shakespeare on Love" to two-hundred-fifty selected English students and teachers in the Manual Media Center. The two accomplished performers brought alive Shakespeare's greatest love scenes, battles of the sexes, and sonnets of longing and desire.

    Shakespeare is in the English curriculum at each level, but many pupils had never before seen anything from Shakespeare performed.

35. Guest Speaker for Industrial Arts Class (Sheet Metal and Machine Metal) - May 9, 1984 - Mr. Bob Highfield (Sr. Coordinator Maintenance Training), Mr. Gary Taylor (Construction Engineer), and Mr. Daryl Barlow (Machinist) spoke to fifty-five students and two faculty members. They discussed industry in action. The students had an opportunity to ask questions of workers in the crafts of sheet metal and machine trades.

    The objectives of this program were to enable the students to understand the opportunities which are related to the Industrial Arts Field, to understand the importance of completing related subject requirements, and understand the need for a good work record on the job.

36. Guest Speaker for Industrial Arts Class (Electricity and Construction) - May 16, 1984 - Mr. Robert Highfield, Mr. Ron Holt, Mr. Ralph Dupee, and Mr. Kai McLaughlin from Electricity and Carpentry trades spoke to thirty-eight students and two faculty members about the speaker's craft. They discussed the electricity trade and the carpentry trade as it applies to the workers in big business.

The objectives of this program were to enable the students to understand the opportunities which are related to electricity and carpentry trades, to understand the importance of completing related subject requirements, and to gain a better understanding of the skills needed to perform well as an employee. This program was presented to students enrolled in the afternoon electricity and construction classes.

37. Guest Speaker for Industrial Arts Classes (Electricity, period 1) (Construction periods 2 & 3) - May 23, 1984 - Sixty students and one faculty member participated in this program. Mr. Robert Highfield, Mr. John Kimbler, Mr. Gene Ware, Mr. John Venable, and Mr. George Brubbs from Eli Lilly and Company were the speakers for this program. This was a repeat of the May 16, 1984 program, but presented to the students enrolled in electricity and construction in the morning classes.

38. Art Display - May 15-31, 1984 - Twenty-five students and one faculty member prepared student art exhibits for display at the art exhibit area at Eli Lilly and Co. The students art work had previously been displayed at the "500" Festival of the Arts.

39. Publicity - School year 1983/84 - Twelve students and three faculty members ensured that Manual's newspaper, The Booster, provided continued publicity throughout the school year concerning the partnership activities. The yearbook, The Ivian, included coverage of several partnership events. The outdoor sign on Madison Ave. drew attention to other partnership events. Stories were also supplied to the Spotlight, Perry Township Weekly, and NAEIR News (Business Newspaper).

40. Scrapbook - School year 1983-84 - One student and one faculty member continued the scrapbook project. Manual has been keeping a historical record of the Lilly/Manual partnership formed in March of 1980. Materials were added on a regular basis.

41. Manual Student Partnership-in-Education Committee Members - For the school year of 1983-84, five students (three seniors and two juniors) participated. Beth Hedges, Mitchell Johnson, and Susan Smith, who have served on the Task Force for the 1983-84 school year, are graduating in May. Peggy Jent, student typist for the past two years is also graduating in May. We have appreciated their contributions of time, effort, and talent. They contributed much to our achievements. Serving on the 1984-85 Manual Partnership-In-Education Committee will be Seniors Tammy Cox and Tim Passios who served this year. Juniors Kim McNealy, Debra Hurt, and Mike Kelly will also be student members on the committee.

42. Video Tapes - School year 1983/84 - Two students and one faculty member worked to videotape several partnership activities, such as the mini auditorium programs of Robert Anastas and Alpha Blackburn. Student and faculty members may view the many video tapes at their leisure in the Media Center. We have been able to collect several programs during the past few years.

43. Project Business - Spring Semester - Six Freshmen English Classes participated in Project Business.

44. Applied Economics - Spring Semester - Sixty students and one faculty member participated in this program, designed to help students become aware of the practical aspects of computers.

Over 2,200 students and faculty members have participated in one or more programs connected with the Lilly/Manual partnership during the school year 1983-84.

The opportunities provided for Manual pupils by this unique blending of resources and dedicated personnel were diverse and significant. Many young lives were touched and strengthened by partnership activities. It is our sincere hope that this joint venture will continue to thrive and expand in the years to come.

Sarah Bogard

May 1984

Emmerich Manual High School
2405 Madison Ave.
Indianapolis, Indiana 46225
Phone: 266-4004
266-4129

Name of Business_____ Name of School_____

SCHOOL/BUSINESS PARTNERSHIPS

PROJECT REQUEST FORM

Please fill in the following information, and submit to your business volunteer leader.

Date:_____ Name and Department of Originator:_____

Project Proposed and Objectives:_____

_____

_____

_____

Grade Level or Type of Students_____ Approx. Nos._____

Identify Educators_____ Approx. Nos._____

Suggested Date and Time/Duration of Project_____

Location of Project_____

Custodial Help Needed_____ Security Needed_____

Additional Guides or volunteers needed nos., duty, depts._____

_____

Special Preparations Needed_____

Estimated Planning Time with School_____

Equipment or Items Needed_____

List Equipment or Items Supplied by School Partners_____

_____

Tickets Needed_____ Publicity Needed_____

Bus Needed_____ Bus Driver Needed_____

Security Needed_____

Company or Department Clearance Needed_____ Estimated Cost of Activity_____

Proposed Method of Paying for Activity Expenses_____

_____

APPROVAL ROUTE

Business Volunteer Leader_____

Name of Business _____ Name of School _____

SCHOOL/BUSINESS PARTNERSHIPS

PROJECT REQUEST FORM

Please fill in the following information; get required department or activity approval and submit to your School Volunteer Leader.

Date: _____ Name and Department of Originator: _____

Project Proposed & Objectives _____

_____

_____

_____

Grade Level or Type of Students _____ Approx. Nos _____

Identify Educators _____ Approx. Nos _____

Suggested Date and Time/Duration of Project _____

Location of Project _____

Custodial Help Needed _____ Security Needed _____

Crowd Control/Ass't Sponsors Needed _____

Special Preparations Needed _____

Estimated Planning Time with Business _____

Equipment or Items Needed _____

List Equipment or Items Supplied by Business Partners _____

_____

Tickets Needed _____ Publicity Needed _____

Bus Needed _____ Bus Driver Needed _____

Parent Permission Slip Needed _____ Estimated Cost of Project _____

Proposed Method of Paying for Project Expenses _____

_____

APPROVAL ROUTE

Department Head (If Department Related Activity) _____

Student Activities Director _____

School Volunteer Leader _____

Principal _____

School MD 9/80

Program Implementation

HOW DO I GET OTHERS TO PARTICIPATE ?

Now that you have your overall design, who is going to participate? You might be saying, "But I didn't know I would have to recruit people to participate and certainly would not have thought I'd be 'choosing' them." Nevertheless, the Partnership Committee may want to carefully select the original participants to ensure a successful beginning.

Your committee can use a variety of methods to promote participation. What you want, of course, is the "right" volunteers.

People who are interested, enthusiastic, knowledgeable, able to communicate well, and dependable are the "right" volunteers. Your volunteers will need to accept certain responsibilities. We're sure you'll add to the following list:

THE ROLE OF THE EDUCATOR VOLUNTEER

In a partnership where the medium of exchange is the expertise of the volunteers; the partner under whose direction the project falls has the final responsibility for content and technique.

The relationship between the partner volunteers is a professional one based on mutual respect and confidence.

The Educator Volunteer has the following responsibilities:

1. Accepts the principles of the partnership program.
2. Attends orientation and training sessions.
3. Meets with each Business Volunteer outside of classroom time to design the activities and plan the method of evaluation.
4. Offers the Business Volunteer a chance to observe the class in action.

5. Provides appropriate training for specific classroom situations and procedures.

6. Prepares for involvement in partnership activities.

7. Remains in the classroom and assists the Business Volunteer.

8. Evaluates the partnership activities and communicates the results to the School Volunteer Leader.

9. Keeps business information confidential.

10. Avoids expressing differences of opinion or dissatisfaction with the business person or content in the presence of the learner.

11. Communicates any changes of activities, use of volunteers or changes of schedule which may affect Business Volunteers.

12. Communicates periodically with the Business Volunteers, to re-evaluate the plan and discuss any beneficial changes.

13. Expresses appreciation for the services of the Business Volunteer and helps the students to do this.

14. Takes ideas or matters of interest or concern regarding partnership activities to the School Volunteer Leader.

THE ROLE OF THE BUSINESS PERSON WHO VOLUNTEERS

In a partnership where the medium of exchange is the expertise of the volunteers; the partner under whose direction the project falls has the final responsibility for content and technique.

The relationship between the partner volunteers is a professional one based on mutual respect and confidence.

The Business Volunteer has the following responsibilities:

1. Accepts the principles of the partnership program.

2. Attends orientation and training sessions.

3. Meets with the educator to plan partnership activities.

4. Prepares for involvement in partnership activities.

5. Keeps classroom information confidential.

6. Avoids expressing differences of opinion or dissatisfaction with the educator or content in the presence of students.

7. Takes ideas or matters of interest or concern to his Business Volunteer Leader.

8. Evaluates partnership activities and communicates the results to the Business Volunteer Leader.

9. Communicates any changes of activities, use of volunteers or schedule changes which may affect Educator Volunteers.

10. Expresses appreciation for the services of the Educator Volunteer.

Promoting participation will vary from partnership to partnership. The following are key elements of what a promotion plan can look like:

1. Promotion designs include a scheme for informing others. The committee may choose to use the school or company newsletter or make presentation to groups of potential participants. The committee may choose to put out a department survey or leaflet. One of the best ways to promote participation has been found to be through direct contact.

2. Promotion design also includes a clear statement of goals and focus. Both teachers and business volunteers need to know what is expected of them in time and energy commitment.

3. Finally, a promotion design includes a system of appreciating volunteers who have given of their time and energy, and who need to know that their efforts are appreciated. The methods may vary from thank you notes from the students to formal certificates. Remembering to ask how the project is going can demonstrate that they are not alone.

Many promotion designs forget to recognize the teacher volunteers. Although some may feel the teacher reward will be the success of a project which benefits their students, teachers need to be recognized for their extra efforts. For example, one group of business partners bought their teacher counterparts a carnation to thank them for the experience and cooperation. Another group took their teachers to breakfast. No matter what method you select for recognizing your volunteers, it can be your best means of promoting participation.

The key is to decide what you're promoting, and list reasons why others would want to be involved.

HOW DO I MAKE IT HAPPEN?

So far, you've been chosen to be the volunteer leader for your partnership; you are familiar and hopefully feel comfortable with the concepts of a partnership; you know who your PIE program director is and have established a workable communications system; you have steering committee representatives of the school and business (including students and parents); you've met with the Partnership committee and planned the direction the partnership will take.

ORIENTATING VOLUNTEERS

You ask, "Now what do I do?" Working with your volunteers is probably the next subject to explore. They need to know the same basic information you needed. You may wish to get everyone together and explain how and why the partnership was established; what the steering committee would like the partnership to focus on; what results you are looking for; and, how to go about achieving it. Or, you may wish to work with small groups or one-on-one.

Details need to be ironed out. Time lines need to be discussed. Take time to explain how transportation will be arranged, what supplies or materials are needed, and what time arrangements need to occur.

Any other specifics need to be covered at this first meeting. Expectations need to be presented.

Making sure the session is well organized, positive, productive, and offers time for questions and input will get the partnership off on the right foot.

COMMUNICATING WITH VOLUNTEERS/Partnership Linker

Explain the communication system to the volunteers. The Project Outline (1) form is the tool to use for writing down the details of each activity the partnership implements. Since the individual responsible

for the activity will probably be completing the form, we suggest you take time to distribute the PI form and explain it. Just the left side will be completed. The right side is completed following the activity and evaluation.

To keep the best flow of information, we suggest all PI forms be filtered through one person (usually the school volunteer leader). The volunteers need to know that you (or a designee) are responsible for feeding the information to the PIE program director. Maybe that will help prompt them to be timely. The PI form is explained thoroughly on page 27. This is the only form needed to communicate the details of each project or activity.

Good communication between you and your volunteers is essential. You need to be kept informed of any changes in the plans, and so do the volunteers. To communicate these changes to the PIE program director, you may make a quick phone call, or use the PIE Update Cards. These are convenient, self-addressed, stamped postcards. If you need a supply, talk with your program director.

The Update Card can also be used for general communication with your program director. Sometimes it may be more convenient for you to jot something down on the card and mail it, than to fight access to a phone or not be available when the call is returned (school folks know what we're talking about).

Below is a sample Update Card:

PIE UPDATE CARD

SCHOOL _____ Dept. _____

FROM _____ Date _____

☐ Additional Information for PIE Staff:

_____

_____

_____

_____

☐ PLEASE CALL: _____ (Phone)

☐ NEW VOLUNTEER: (ADD TO PIE LIST)

_____ (Name)

_____ (Title)

_____ (Company or School)

_____ (Street Address)

_____ (Zip) _____ (Phone)

☐ MORE INFORMATION TO FOLLOW: _____ (Date)

MONITORING THE PROCESS

You may need to follow through to see if the implementation steps have occurred in a timely fashion. The PI should be completed two weeks prior to the activity and may assist you to know if a teacher volunteer needs support. There are some common pitfalls that we have found detrimental to the activity. Some of these are listed here so you may avoid a crisis.

1. Transportation arrangements not confirmed.
2. School and business calendars not checked to be sure there is no conflict. (A pep rally, school pictures and national professional meetings may be disruptive to your activities.)
3. Students are not given orientation of what is to happen.
4. Vocabulary lists and pretests may be forgotten.
5. No parking available for important guest(s).
6. Guest speaker not given directions to the school.
7. Guest speaker not confirmed.

You are the one to judge how much monitoring you need to do.

After the activity is over, you should complete the right side of the PI. We suggest this be done by the person responsible for the activity, or by the person who is closest to the necessary information. This will serve as the only evaluative information necessary for the PIE staff. You then send a copy to your program director and keep a copy for your files.

THANKING YOUR VOLUNTEERS

During the course of the year, you may also wish to make sure volunteers have been properly thanked. Sometimes students write thank you letters, or the principal, CEO or volunteer leader sends a letter of appreciation. One company in Memphis has a "4:15 Club" which hosts an after-school reception one day each month for all those who have participated throughout the month. In Indianapolis, a junior high school invites all of their business volunteers to a luncheon at the end of each semester.

No matter what method of appreciation is chosen, it is an important part of the process. Recognition not only helps the volunteer feel worthwhile, but also is a way to promote further participation, as we've already discussed.

"DOS" FOR A SUCCESSFUL PARTNERSHIP

1. Teacher and business partner should have an informal conversation about themselves, their professional duties, characteristics of their students and school; employees and business. Each partner should note jargon and ask for explanation. This can be incorporated in a first session with students as a vocabulary builder.

2. Exchange work and home phone numbers and indicate best times to call.

3. Teacher should give partner rough outline of curricula and copy of text.

4. First time at school, business person should be an observer with a brief introduction with rationale for partnership and what will be accomplished.

5. Ask students what they want to get out of the partnership; include in your objectives, post in classroom, and work to accomplish.

6. Second session business person should talk about himself. Have students ask questions. Use "Guidelines for Career Talks" - one copy for partner; one copy to prep students for questions.

7. Teacher and business person handle the planning and paper work. Use project outlines as a tool. Be specific about dates and times. Your volunteer leader is a resource on how to plan project ideas, evaluation, volunteer recognition and P.R.

8. Ask students for help in designing project and in methods of evaluation.

9. Don't get discouraged when you can't reach your partner. Leave a message, send a note, call at home.

10. Put all partnership and extra curricula things on calendar in the office.

11. Be flexible if the partner can't come.

12. Inform partner of schedule changes or your absence.

13. Be creative about using your partner to meet your goals with students. Use your Volunteer Leader or Linker for assistance.

14. Think about using partner for only a portion of your class, as a mentor, with different groups.

15. Don't get upset about evaluation. It benefits teachers and students by helping them recognize:

    - achievement
    - attendance
    - how to meet goals

    Use your Volunteer Leader or Linker for assistance.

16. Keep a copy of your project outline, refer to it and change it when necessary. Let the linker know your changes.

17. Work to get your problems solved, not just vented; use:

    - your partner
    - Volunteer Leader
    - Linker
    - Director IPlE, Margaret Dwyer
    - periodic partner meetings

18. Have partners use their employees as they relate to the students interests: secretaries and women in business; younger people at different levels of their careers are particularly helpful.

19. Ask your partner to bring things for "hands-on" learning, i.e., employment applications, performance review forms, tools, micro-computers, products, pictures, models, audio-visuals, etc. Use your Volunteer Leader and Linker for suggestions.

20. Have partnership bulletin boards - student designed and partner signs.

21. Have an end of semester meeting of all partnership people with refreshments; get parents to help celebrate your accomplishments, and inform each other of what and how you have done things.

22. Plan visits to the partner's business. Use linker as resource on preping students.

23. Have students send thank you notes, evidence of their accomplishments, i.e., test scores, essys, attendance records, etc. to partner. Carbon copy Linker.

24. Let partner know how they are doing. Keep lines of communication open. If you have a "sticky wicket" ask the volunteer leader or linker for help.

25. Use volunteer leader to schedule in typing you need done.

Margaret M. Dwyer, Director
Indiana Partners In Education
(317) 632-3542

SCHOOL/BUSINESS PARTNERSHIPS

SCHOOL AND BUSINESS VOLUNTEER

PROJECT PLANNING CHECKLIST

_____Discuss and agree on project objectives.

_____Discuss relevance of project to curriculum.

_____Decide on business expertise and resource to be used.

_____Decide educational expertise, methods, and resources to be used

_____Decide on time, location, number of students, teachers, and business people to be used; also exchange business and home phone numbers.

_____Provide for business substitutes and discuss teacher's role in session.

_____Decide on equipment, handouts, audio or visual aides needed.

_____Discuss vocabulary, terms and jargon.

_____Design evaluation and follow-up for each session.

_____Design student preparation covering: objectives and description of project; relevance to curriculum and student needs; vocabulary and prepartory research, reading, or activities.

_____Discuss parking.

_____Provide for methods of volunteer recognition and feedback.

_____Provide for internal and/or external public relations - coordinate through Mary Benson.

Margaret M. Dwyer, Director
Indiana Partners In Education
(317) 632-3542

HOW TO PREPARE A RESOURCE PERSON FOR A CLASSROOM VISIT

1. Objectives of Classroom Visitations

   a. To provide information about specific occupations and the wide variety of work opportunities.

   b. To impart knowledge of trends in labor demands, attitudes about work and related life styles.

   c. To provide insight into how individual interests relate to the demands of the world of work.

   d. To bring relevancy to subject matter by relating academic learning to its application in the world of work.

   e. To serve as a source of motivation and provide incentives for learning.

   f. To impart an appreciation for the dignity of all individuals and the work they do.

2. The Classroom Visit

   a. <u>Before the Presentation</u>

      1. Prior to meeting with the students, contact the teacher who has requested your assistance. This will permit you to

         . . .Determine the teacher's goals for the visit and how you can help achieve the goals.

         . . .Learn the general characteristics of your student audience -- the size of the class, the grade level of the students, and their background in the topic area. This will enable you to adapt your presentation to the students' level of attention and comprehension.

         . . .Advise the teacher of any special needs you may have -- filmstrip or other demonstration equipment, etc.

         . . .Check the date, time, length of presentation. Obtain directions to the school and information on parking. Give the teacher a phone number where you can be reached in case of a schedule change.

2. Prepare the Presentation

   a. The attached outline can be used to develop your talk. The grade level of the group will determine what ideas in the outline should be thoroughly developed.

   b. Suggested guideline for career talk is attached.

3. Rehearse your presentation.

b. <u>During the Presentation</u>

1. Establish rapport.

   a. <u>Put yourself on friendly terms</u> with your group. This can be done by relating a humorous anecdote, telling an interesting story relating to your topic, or simply adopting an informal conversational speaking style.

   b. Have a few "barometer" questions ready for determining how much the group already knows about the subject and involve them immediately.

   c. Check to see that all students can see and hear what you are presenting.

2. <u>Proceed systematically</u>, covering your presentation one point at a time. Emphasize key ideas by repeating and/or summarizing them.

   a. When using a specific example for further clarification, select one which might have been experienced by your audience.

   b. Relate your topic to the immediate experiences of the students.

   c. Show the connection between the topic area and the work they are doing in school.

   d. Hints for Delivery

      1. Maintain eye contact - The attention of your audience will be improved if you maintain eye contact with them so that they feel you are speaking to them personally.

2. Avoid

   a. Rushing - Brief pauses in your presentation are important to give your audience a mental break.

   b. Extensive use of dates or statistics - They cloud the main ideas and are not retained by the students.

   c. Disciplining - This is the teacher's responsibility.

3. Write unfamiliar terminology on the board.

4. Actively involve the students in your presentation.

   This can be accomplished in several ways:

   a. Ask them to participate in a task.

   b. Ask them to assist in a demonstration.

   c. Direct questions to them.

5. Display and/or demonstrate tools or instruments associated with your career. (Circulate these after the presentation.)

6. Conclude your presentation by motivating the students to further explore your career.

   a. Pass along any ideas you have for activities that might appropriately follow up your presentation.

   b. If you have materials such as brochures, pamphlets, etc., available for distribution, leave them with the teacher and/or students to reinforce the effects of what you have done.

   c. Suggest the class or interested individuals come to visit you at your place of work, if this is possible.

c. After the Presentation

   1. Allow time to circulate any items you may have brought along to share with the class. By waiting until you have

completed your presentation to do this, you will avoid the risk of competing with your own materials.

2. Conduct a Question-and-Answer session.

3. Discuss with the teacher ways you can be of further assistance.

4. Often students will write thank you letters to you after your visit. If time permits, try to respond in some way with a brief note addressed to the class.

I. Information About the Work Involved

a. What is your job title?

b. What do you do in your work?

c. What is your typical day like?

d. Do you work with people, things or ideas?

e. Explain what other workers are involved with you.

f. What kinds of tools, machines, etc., are used in your job?

g. Describe where you work. Is it hot, cold, noisy, outdoors, inside, an office, your home, or a factory.

h. Do you travel much in your job? Are you required to move from place to place?

II. Preparation and Education

a. What are the educational or skill requirements for your job?

b. What personal characteristics do you have that are helpful in this type of work?

c. What experiences would be helpful in preparing for this job?

d. Are there special professional or union requirements which you must meet to get this job?

e. How would a person get an entry-level job in this field?

f. What are the opportunities for advancement?

g. Are there more men or women in this field? Is the job open equally to both men and women?

h. What other jobs have you done before? Did they prepare you for this one?

i. What other jobs does this job qualify you to do?

III. Compensation

a. How much money could a person who is just starting in this

Job expect to make? After several years?

b. How does a person get paid in this job (e.g., hourly, weekly, monthly, piecework, commission)?

c. What fringe benefits are available to you (e.g., vacation, insurance, sick pay)?

d. Would you stay in this job if it paid less? Why or why not?

IV. Personal Aspects of the Job

a. How do you feel about your work? Do you enjoy it? Is your job personally fulfilling? Are you proud of your work?

b. What do you feel is the hardest part of your job? The easiest?

c. How does your job involve other people?

d. How does your job affect your personal life?

e. Do you have to work nights or on weekends? Is there steady employment in this field, or is it seasonal?

f. Can you schedule your own time?

g. Do you have a job where you have to be nice to people all day -- even people who are crabby and ill-mannered?

h. When and why are people fired from this job?

V. Career Development

a. What did you first think of doing with your life in terms of a career?

b. How many times did you change your mind about what you wanted to be before you chose this job?

c. Did your family, school, etc., affect your career choise?

d. How did you find out about your present job?

e. Do you plan to continue this type of work or do you plan to do something else?

f. What would you recommend to a young person thinking of a career in your field today?

Program Promotion

PROMOTING THE PROGRAM

Another important part of implementing the program is promoting it. You will want to promote within the school and business, and to their constituencies, and within the community.

The motives for promoting can vary from getting good publicity for the school and business, to publicizing the importance of the concept, to encouraging other partnerships to begin, to...and the list goes on.

How you promote your program is just as important as what you promote. Emphasizing the enthusiasm of the volunteers and students will probably achieve the best effects. Sharing frequently with audiences that are partial to your efforts may have longer lasting effects than having a story appear only occasionally through the mass media.

There are numerous avenues for promoting your events and results. Here are a few suggestions:

* an article in the school/business newsletters
* an end-of-the-year awards presentation for the participants
* regular in-house memos exalting achievements
* students and volunteers speaking about their involvement at school/business community affairs
* articles submitted to education and business journals
* well-written public service announcements sent to radio stations when appropriate
* a write-up in the business' industrial publications
* the public information officer of the school system invited to attend activities
* presentations at PTA meetings
* copy and photos submitted to community newspapers
* copy and photos submitted to PIE Communications Director
* the PIE Communications Director invited to attend activities

As mentioned earlier, having a member of the steering committee and a subcommittee responsible for promotion is an effective way to get it done. Involving the newspaper and communication classes is also a good idea. Most importantly - keep your PIE Communications Director informed.

WRAP-UP ASSESSMENT

The last step for you in implementing the program is to hold a wrap-up and assessment meeting with the Partnership committee at the end of the year. The whole area of assessment and evaluation is discussed in the next section.

CASE STUDIES

The following are typical requests made to the volunteer leader. What would you, as volunteer leader, need to respond appropriately and how should each situation be handled?

A. A television station calls. They are studying partnerships between education and business. They want to know what is happening that day in the school so they can come and shoot a story. They are interested in numerous details so they can cover the activity quickly and accurately.

B. There is a project proposal for career guidance for a group of sophomores. The educator involved wishes to have a program similar to the ones that have been successful in other classes. Specifically, the educator would like some information on how these activities were designed, who was involved and what were the results.

C. The school board wants to know what types of students have been involved with the partnership effort over the past year. There appears to be a concern that only a certain group, like special education, gifted and talented, or only the freshman have been involved.

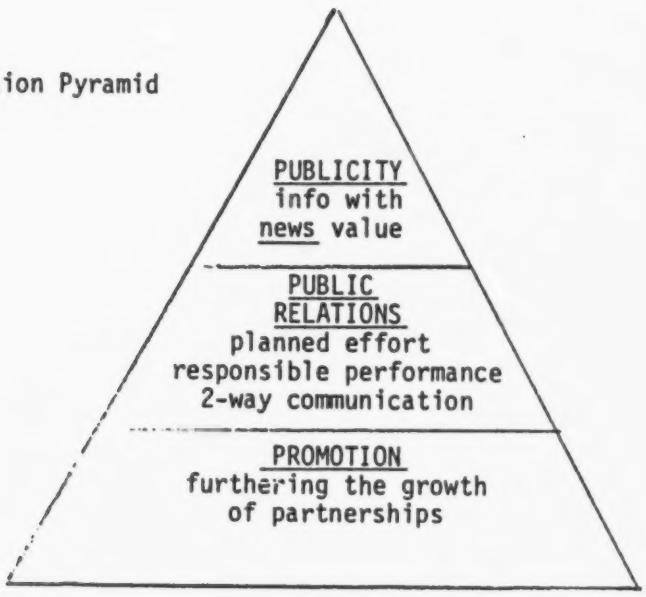
D. The plant manager of the partner company wants some examples of successful partnership activities. He plans on relaying these to his personnel in order to generate further volunteer involvement.

E. A foundation has conversed with the superintendent and would like to fund a portion of the partnership program, particularly an area that has shown success as illustrated through some evaluative measures. You are asked by the superintendent to provide evaluative information indicating success for the partnership efforts and future plans.

F. A business volunteer arrives at the school unsure of which class he is to be working with and who is the teacher. The office secretary refers him/her to you.

CHART

Communication Pyramid



MEDIA OUTLETS

City _____ County _____

SECTION I: NEWSPAPERS

List all the newspapers in your city and county:

Newspaper	Issue	Politics	Audience	Publisher	City Editor	Publication deadline	Education Reporter

SECTION II: RADIO

List all the radio stations within your listening area:

Radio Station	Type of programming	News Director	P.S.A. Contact Person	Education Reporter	Audience

SECTION III: TELEVISION

List all the television stations within your viewing area:

TV Station	Network Affiliation or PBS	Assignment Editor	Education Reporter	PSA guidelines	Community Affairs Dir.

NOTE BOARD

1. Who are your audiences?

   (Education) (Business)

   - -

   - -

   - -

2. Why do you want to communicate with them?

   (Education) (Business)

   - -

   - -

   - -

3. What methods can you use to reach these audiences?

   -

   -

   -

   -

4. What will you communicate?
   (5 basics)

   -

   -

   -

   -

   -

EIGHT COMMANDMENTS FOR ALL OCCASIONS

1. Never, never, never, lie. Never even begin to distort the truth or play games with statistics.

2. Avoid flippant comments--they will come back to haunt you.

3. Avoid humor--it often backfires.

4. There is no such thing as "off the record." Act as if the camera were always churning, the tape recorder always recording and the newspaper reporter always taking notes--even when they aren't. Say nothing that you would not be willing to have known publicly.

5. Never say "no comment." If nothing else, explain why you can't elaborate.

6. Avoid technical jargon; always use terms the public will understand.

7. Be sure of your facts.

8. Do not jeopardize your credibility. It is your most important asset. Once lost, it cannot be reclaimed.

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How to meet the press

Chester Burger

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How to meet the press

When you know the rules of the reporter's 'game,' you can communicate your corporate story effectively and truthfully

Chester Burger

One of the continuing problems facing a top executive or spokesman of any organization in times of stress or major change is how to tell his company's story to a press, radio, or television reporter. The dilemma is that the official is fearful of putting his foot in his mouth by saying the wrong things. He knows he is at a disadvantage in talking with a reporter who is skilled at asking provocative questions in order to get provocative, interesting, and controversial answers. But the advantage need not be so one-sided. As this author discusses, there are certain guidelines that any executive can learn and remember which will enable him to meet the press with no postmortems necessary.

Mr. Burger is president of Chester Burger & Co., Inc., a New York management consulting firm serving corporate public relations departments and PR agencies. He formerly was national manager of CBS Television News. He is also the author of *Survival in the Executive Jungle* (Macmillan, 1964), *Executives under Fire* (Macmillan, 1966), and other management books.

Why cannot business find a way to tell its story through the news media? Is the press really dominated by hostile, anti-establishment reporters? Are leftist editors biting the business hand that feeds them?

Many corporate spokesmen are convinced that today's news media, or at least their young reporters, are imbued with a fundamental bias against business.

Journalist Edith Efron believes, for example, that American newsmen are hostile to business, to capitalism itself. Referring specifically to television, she writes: "The antagonism to capitalism on the nation's airwaves, the deeply entrenched prejudice in favor of state control over the productive machinery of the nation, is not a subjective assessment. It is a hard cultural fact."

That, however, is an assessment with which one can reasonably disagree. As NBC commentator David Brinkley reminds us, "When a reporter asks questions, he is not working for the person being questioned, whether businessman, politician, or bureaucrat, but he is working for the readers and listeners."

If indeed the working press, reporters, and correspondents bear an antibusiness animosity, opinion polls tell us that such attitudes are quite representative of public opinion generally in the United States today. Rather than dismissing newsmen and news media as hostile, these may be the very ones to whom business ought to increase its communication, because they typify the attitudes of millions of Americans.

Further, while the corporate president often finds his life and circle of personal contacts circumscribed within the territory of his management team, his luncheon club, and his country club, the working reporter's duties bring him into daily contact with broad strata of the population, ranging from politicians to factory workers and activist leaders. He cannot be dismissed lightly. Nor should he be written off.

So it would seem essential for corporate presidents and spokesmen to learn how to tell their stories effectively to the press, radio, and television reporters. But there is more to it than that. Unless one knows how to tell what CBS commentator Eric Sevareid calls "the simple truth," one may fail to communicate. Although businessmen are as intelligent as members of the working press, they are unskilled in the art of effective communication.

As Bos Johnson, president of the Radio-Television News Directors Association, says, "Businessmen are often so frightened or wary of the reporters that they come across looking suspicious. And there's no reason to be. They should put their best foot forward, speak out candidly, assuming they have nothing to hide."

A corporate president is not chosen for his outstanding ability to articulate corporate problems. He is selected by his board of directors because of his management know-how, or his financial expertise, or his legal proficiency, or whatever particular combination of these talents may be required by the immediate problems facing the company. In utilizing his own skills, he is usually very good indeed.

But the skills of management are not the same as those required to deal with the news media. Reporters, whether they are employed by television (where most people get their news these days), newspapers, magazines, or radio are trained in the skills of interviewing. They excel in their ability to talk with someone and unearth a newsworthy story, one that will stimulate their viewers or readers. That is why they were selected; that is their surpassing talent; and that is precisely what unnerves corporate managers who choose to face their questions.

The elaborate files of newspapers and the film and tape libraries of television stations are replete with examples of boners, indiscretions, and insensitive statements voiced by corporate spokesmen. My own experience, first as a television network news executive and later as a management consultant, convinces me that there is no more mysterious reason for management's failure to communicate effectively with the news media than that it simply does not know how.

Businessmen, rarely fearful of meeting their stockholders or their bankers, tremble before the newsman for fear he will accidentally or deliberately misquote them or pull their words out of context.

This can indeed happen, and it occasionally does. But every reporter knows that if he sins or errs more than once or twice, his job will be endangered. Newspapers do not like to print corrections of their errors--only a few do--but editors like even less to see errors break into print or be broadcast on radio or television.

The problem usually is not with the reporters. They try to get things straight. More and more these days, in fact, they are showing up for interviews armed with cassette tape recorders. This is an encouraging trend for the businessman because it ensures more accurate quotation. It also frees the newsman from the note-taking burden so that he can concentrate on the subject under discussion.

But a recorded interview is hell for the executive who says the wrong things. If he puts his foot in his mouth, his words will be quotable and, most likely, quoted. No longer will he be able to blame the reporter for misquotation.

Business managers know from experience that newsmen will not hesitate to cover (i.e., write or film) a story that may be damaging to their company. From this perception, it is easy to conclude that the reporters are basically hostile to business. However, management often fails to understand that the reporter's first responsibility is to produce a newsworthy story that will interest his audience. The reporter frankly does not care whether that "public interest story" will help or hinder the company. The reporter will select, from his bag of techniques, whatever method he believes will produce an interesting and informative story.

So the lesson is clear: if the corporate executive has something to say, he must present it to the reporter in an interesting way. A skilled reporter, hot on the trail of a noteworthy story, uses standard techniques to get it. Businessmen ought to know what these techniques are, and to decide that it is worth the effort to learn to cope with them. Kerryn King,

Texaco's senior vice president—public affairs, put it sharply and well when he told a recent public relations conference:

"Industry, and especially the petroleum industry, has an urgent need to dispel its reputation for secrecy and its reputation for indifference to public opinion that this supposed secrecy implies. I believe that when you once lay the full facts before a journalist, he is less likely to be taken in by critics who know less about your business than he does.

"The more information you can get out, the more light you can shed, especially on misunderstood economic matters, the better your standing with the public, in my opinion.

"A principal reason that people become frightened during a crisis is misinformation or noninformation. That is what moves them to action, whether that action be violence or demands for nationalization."

The rules of the 'game'

Rather than abandon the field to misinformation, it is better to learn the rules of critics, journalistic or otherwise. These guidelines are simple, and they can be learned. Hundreds, and probably several thousand corporate managers have learned them. They have discovered that when you know the rules of the reporter's "game," you can communicate your story effectively and truthfully, with no postmortems necessary.

For the businessman to be successful in speaking with press or public, there are two general criteria and ten specific guidelines to learn and remember. I shall present these respectively in the balance of this article.

General criteria

First, it is necessary to have a sound attitude. That attitude is not one of either arrogance or false humility. Rather, it is an attitude in which the business executive respects his own competence and greater knowledge of his own subject, but realistically recognizes that the reporter or critic is skilled in the art of asking provocative questions, hopefully to elicit provocative, interesting, and perhaps controversial answers.

Second, it is always wise to prepare carefully for a press interview. Never should an executive walk into a meeting with the press, planning to "play it by ear" (i.e., to improvise). Preparation is essential. The best preparation consists of anticipating the most likely questions, attempting to research the facts, and structuring effective answers to be held ready for use. Probably it is unwise to carry such notes into the interview. It would be better instead to have the answers well in mind, although not literally memorized.

Specific guidelines

Let us now turn to the ten specific rules of effective communication found most useful by corporate executives.

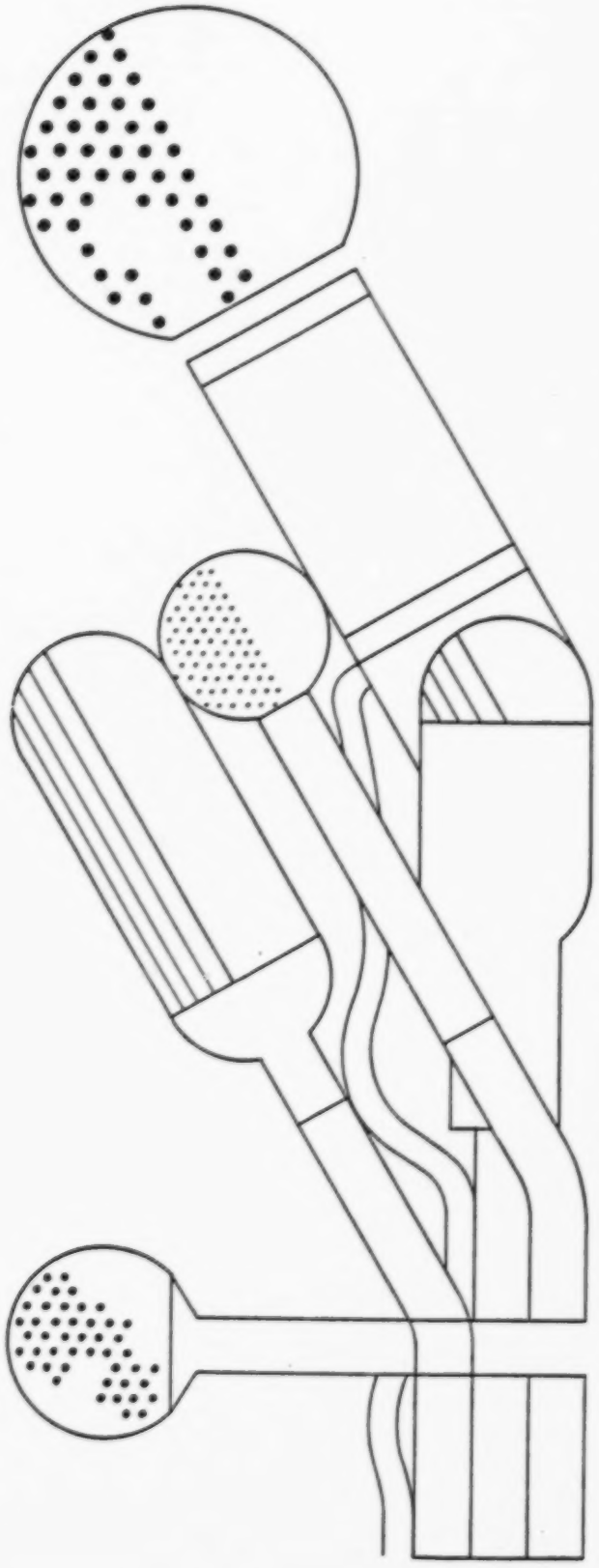
1 *Talk from the viewpoint of the public's interest, not the company's.*

This important rule presents difficulties for most corporate presidents and senior executives. Their difficulty is understandable. When you have spent years struggling to manage the company, it is difficult to step back and look at your problem and your own company from a different perspective.

For example, often during negotiations for a new union contract, corporate spokesmen will tell the press, in effect, "We can't afford the increase the union is asking." That may be true, but why should the public be concerned with the company's financial problems? Employees often respond with hostility and resentment. It is much better to say, "We'd like to give our employees the increase they seek. But if our costs go up too much, our customers won't buy. That will hurt us, and in the end, it will endanger our employees' jobs."

Or an electric utility challenged, say, on its policy of requiring deposits from new customers, may respond, since it is a truthful answer, "We don't like to ask for deposits because they annoy our customers; they're a nuisance to us. Also, we have to pay interest on the money.

"But we don't think it fair that you should have to pay part of someone else's electric bill when he fails to pay. And that's just what happens: the cost of his service is passed along to all other users. If



a new customer pays his bills promptly for six months, we refund his deposit, and we're glad to do it."

Sometimes, in their efforts to present their story from the public viewpoint, companies seem to assume the pose of philanthropic institutions. They claim to be acting in and serving the public interest in whatever course of action they are following. And indeed this may be true.

But to a skeptical public, such talk falls on unhearing ears. The public knows, or believes, that a company primarily acts in its own self-interest. When this self-interest is not frankly admitted, credibility is endangered.

So it is desirable always to indicate your company's position in a given course of action. The soft-drink bottler who launches a campaign for collecting and recycling of its containers can frankly admit that it does not want to irritate the public by having its product's packaging strewn across the landscape. Because this is the truth, the public will find the entire story of the company's environmental efforts more credible.

Every industry has its own language, its own terminology. When a corporate spokesman uses company lingo, he knows exactly what he means. But the public generally does not. So speak in terms the ordinary citizen can understand.

Instead of saying, "Our management is considering whether to issue equity or debt," it might be better to say, "We are considering whether to sell more stock in our company, or to try to borrow money by issuing bonds."

2 *Speak in personal terms whenever possible.*

Any corporation, even one of modest size, involves many people in decision making and other activities. So corporate executives early in their careers learn never to say "I," but rather "we" or "the company."

When dozens or a hundred people have worked on developing a new product or adopting a new policy, it becomes difficult if not impossible for anyone connected with the project to say "I." Yet the words "the company" or "we" only reinforce the public image of corporations as impersonal monoliths in which no one retains his individuality or has any individual responsibility.

To avoid reinforcing this impression, if an executive has participated in a project he is proud of, he should be encouraged to speak in the first person and to reflect that pride. For example, "I was one of the team that worked on this product. My job involved the product design." Of course, it is wrong to claim personal credit where it has not been earned. But the top executive who can speak in terms of his personal experience will always make a favorable impression.

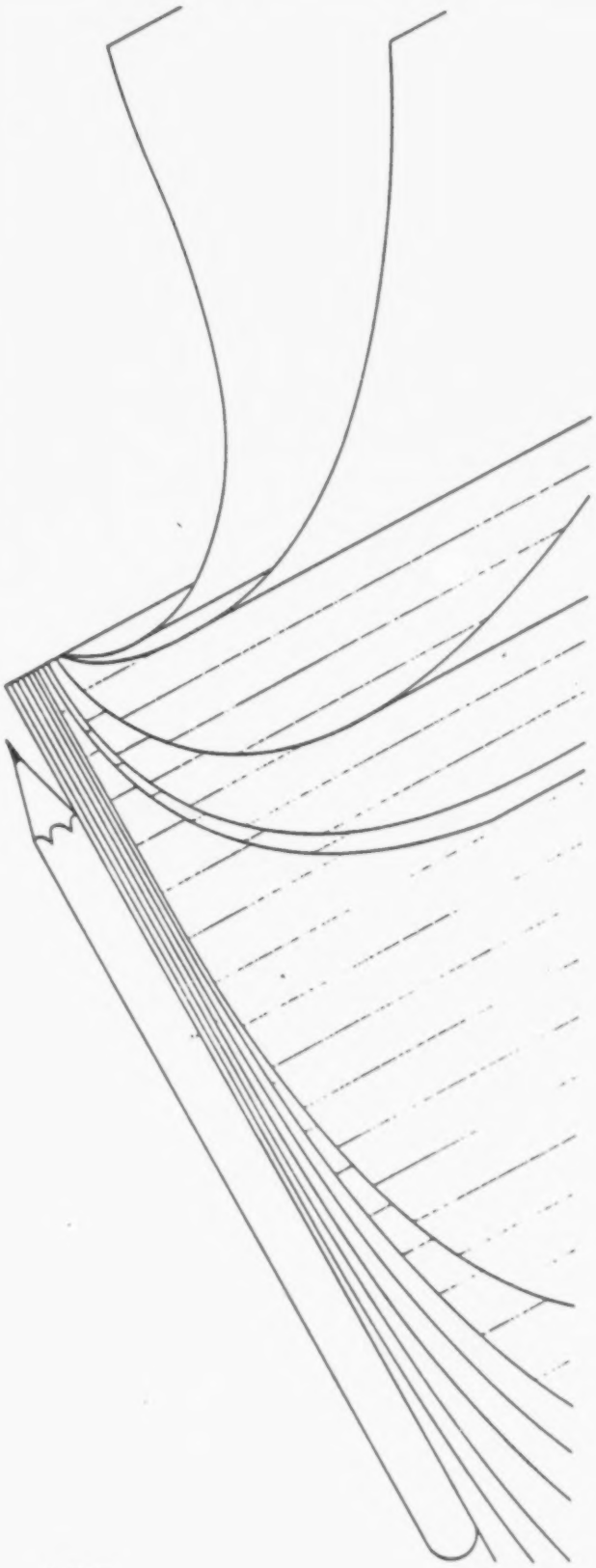
Executives sometimes even hesitate to use the term "we" because they are reluctant to speak officially on behalf of the company. Unless they have been properly authorized by management, their reluctance is justified. But when middle-level or even lower-level managers have been carefully briefed and know the answers to the questions under discussion, they often make quite effective company spokesmen.

One telephone company, for example, invited its chief operators to speak to the press on its behalf in small communities where their position had considerable esteem. In this case, if a chief operator discussed local matters within her range of responsibility, such as changes in local telephone rates, she would provide considerable credibility. The press and public would rightfully assume she knew from personal involvement what she was talking about. But if she were to discuss overall corporate financing, obviously her credibility would vanish.

3 *If you do not want some statement quoted, do not make it.*

Corporate spokesmen should avoid "off-the-record" statements. There is no such thing as "off-the-record." If a company president tells something to a reporter off the record, it may not be used with his name attached. But it may well turn up in the same published article, minus his name, and with a qualifying phrase added, "Meanwhile, it has been learned from other sources that. . . ." The damage is done.

Therefore, an experienced company officer quickly learns that if he does not want something published or used, he should not divulge it to the reporter on any basis. And although naive company officials sometimes assume that an invisible line divides informal conversation from the beginning of the formal interview, no such dividing line exists in the reporter's mind. What is said may be used, either directly or as a basis for further probing elsewhere.



The same off-the-record rule applies to telephone conversations with the media: whether or not you hear a beep, your words may be recorded. A recording makes it impossible for you to deny later what the reporter has taped in your own voice.

4 *State the most important fact at the beginning.*

Years of training and experience, often without conscious thought, have accustomed the typical corporate executive to respond to questions in a particular way. If the executive is asked, "What should we do about our new product?" he will frequently respond along these lines, "We are facing shortages of plastics. And their cost is rising so fast I don't think we can price the product at an attractive level. Moreover, we have a labor shortage in the plant. So I recommend we don't take any action now to develop the product."

The executive's format lists the facts that lead to his final conclusion and recommendation. But such organization of his material will fail when it is used in talking with the news media. There are both psychological and technical reasons why.

Psychologically, we tend to remember most clearly the first thing that is said, not the last. So when you speak to a reporter, you should turn your statement around to begin with the conclusion, "We don't plan to develop the product. We are facing materials shortages. Our costs are going up, and we also have a shortage of skilled labor." In such a reverse format, the most important statement is likely to be best remembered: "We don't plan to develop the new product."

Technical consideration in printing and production are also an important reason for giving your conclusion first. The newspaper reporter who writes the story seldom knows in advance how much space will be available for its publication. So he has been trained to put the most important fact at the beginning, using subsequent paragraphs to report items of declining importance. If the most important fact is buried at the bottom of the story, it may simply be chopped off in the composing room to fit the available space.

On television, time pressures and broadcast deadlines often make it impossible to screen all filmed material for selection of the best footage; frequently, program producers or news editors are compelled to select segments from the beginning of a film. So, I repeat, the most important fact should be stated first. Afterward, it can be explained at whatever length is necessary; but even if the full explanation is cut, the initial statement will survive.

5 *Do not argue with the reporter or lose your cool.*

Understand that the newsman seeks an interesting story and will use whatever techniques he needs to obtain it. An executive cannot win an argument with the reporter in whose power the published story lies. Since the executive has initially allowed himself to be interviewed, he should use the interview as an opportunity to answer questions in a way that will present his story fairly and adequately.

If a reporter interrupts the executive, it is not rudeness; it is a deliberate technique that means he is not satisfied with the corporate response he is hearing. The solution is for the executive to respond more directly and more clearly.

An executive should never ask questions of the reporter out of his own anger and frustration. I remember the following example:

Reporter: How many black executives do you have in your company?

Executive: [Irritated] Damn it, how many black editors do you have on your paper?

Reporter: I'm here to ask you the questions.

An executive may occasionally win the battle with that sort of tactic, but he will always lose the war. The reporter, not the executive, will write the story. The published interview will reflect the reporter's own hostility.

6 *If a question contains offensive language or simply words you do not like, do not repeat them, even to deny them.*

Reporters often use the gambit of putting words into the subject's mouth. It is easy. Politicians do it, too. The technique works like this: the reporter includes colorful, provocative language in his question. For example, "Mr. Jones, wouldn't you describe your oil company's profits this year as a bonanza?" If Mr. Jones bites, he will answer, "No, our profits are not a bonanza."

When Senator Abraham Ribicoff asked a similar question during the 1974 Senate Committee hear-

ings, President Harry Bridges of Shell Oil Company (USA) was trapped. That is exactly how he did answer. And his answer was headlined "Oil Profits No Bonanza, Executive Says." Even though Bridges denied the charge, in the public's mind he associated the world "oil profits" with "bonanza." He might have answered the question this way: "Senator, our profits aren't high enough. To build more refineries and increase the oil supply, we're going to need to earn much more money."

Most executives have never noticed, but the reporter knows well that his questions will not be quoted in his article; only the interviewee's answers will be. It is not important, therefore, whether a reporter asks a question loaded with hostile and inaccurate language; the important thing is how the question is answered. As long as an executive does not repeat the offensive language, even to deny it, it will not appear in the published report.

On some occasions, overzealous reporters have even been known, with dubious ethics, to ask an executive to comment on a so-called "fact," which may be an outright untruth. The quoted "fact" has the ring of plausibility.

For example, one reporter asked a plant manager, "*Ecology Magazine* says your plant is one of the worst polluters in this state. Would you care to comment on that?"

The manager immediately became defensive and insisted to the reporter that his plant did not really pollute too badly, considering all the other sources of pollution in the local river. The manager did not know that no magazine called *Ecology* exists. The false quotation had been manufactured by the reporter. But it served its purpose. It put the manager on the defensive and induced him to talk. The reporter's false "quotation" was never published.

If you are asked a question based on a "fact" about which you are uncertain, be wary of a trap. The so-called "fact" may indeed be a fact, but if you are not sure, it is better to dissociate yourself from it. You might say, "I'm not familiar with that quotation," and then proceed to answer the question in your own positive way.

7 If the reporter asks a direct question, he is entitled to an equally direct answer.

Sometimes, executives who have been interviewed complain afterward that they answered all the questions the reporter asked, but that they never got a chance to make their points in a positive way. They fail to make the points they wanted to make, and then they blame the reporter. Usually, it is their own fault. They have been playing what is called the "ping-pong game." The reporter asks a question; they answer it. He asks another; they answer it. Back and forth the ball bounces, but the executive does not know how to squeeze in what he regards as *his* important points.

This common error in dealing with the press is one the executive is particularly prone to make. Management training accustoms executives to answer questions directly, without undue amplification. Such conduct is appropriate when talking with the boss, but it is inappropriate when talking with a reporter. Here amplification is often in order.

Corporate officers incorrectly assume that they somehow protect themselves by giving simple yes or no answers to questions. Their theory is that the less said, the better. The yes or no answer is not, however, interesting to a reporter. Usually, he will react by provoking the executive in the hope of obtaining a more informative and colorfully expressed response.

This rule is not intended to suggest that an executive answer with either evasion or wordiness. But interviewees should not stop with a one-word response. Instead, they should amplify the point until they have said what they want to say.

For example, suppose a reporter asks, "Aren't you still polluting the air and river?" The answer should be positive and broad, rather than simply "No." A factory manager might respond, "Protecting the environment in Jonesville concerns us greatly. We've eliminated the major sources of pollution. The smoke from our factories is gone; we spent $3 million to purify the exhaust fumes from our furnaces. We've added filters to remove waste from water that flows back into the river. But we still haven't solved the problem of cooling our waste water, and we are working hard on that."

8 *If an executive does not know the answer to a question, he should simply say, "I don't know, but I'll find out for you."*

His response does not make the executive look ignorant. Nor is his lack of knowledge newsworthy. Even in an interview filmed for television, such an answer would find itself "on the cutting room floor."

However, if the executive replies simply, "I don't know," it might appear to the reporter or viewer that he is being evasive. So executives are advised never to answer "I don't know" alone, but always to qualify the answer with a phrase like, "I'll put you in touch with someone else who can answer that for you," or similar words. Of course, the executive then assumes the responsibility of following through to ensure that the requested information is provided promptly.

Occasionally, a reporter will ask a question which the executive does not wish to answer. There may be a legal reason, say, because the company is in registration in connection with a new securities issue. Or the requested information may be a proprietary company secret. In such circumstances, the recommended course is to respond directly, without evasion or excuses, "I'm sorry. I can't give you that information."

However, if the question seems appropriate, and it usually is, it is desirable to explain to the reporter why his question cannot be answered. Executives are cautioned never to "play dumb," deny knowledge, or give anything other than a forthright refusal.

9 *Tell the truth, even if it hurts*

In this era of skepticism, hostility, and challenge, the fact remains that the most difficult task of all sometimes is simply telling the truth. This rule can be embarrassing for the executive and the company.

Neither individuals nor corporations (groups of individuals) like to be embarrassed. So to avoid embarrassment, they sometimes tell the press and public half-truths (which are half-lies).

Understandably, nobody likes to admit that business is bad, that employees must be laid off, that a new product introduction has been unsuccessful, that the company has "goofed" in one way or another. Yet telling the truth remains the best answer.

How much truth should a company tell? My experience answers, "As much as the reporter wants to know." When an executive change is announced, probably 99 out of 100 reporters will be satisfied with that bare fact, and ask nothing more. But once in a while a keen reporter may respond, "Mr. Jones, I've heard that you held Mr. Smith responsible for the severe drop in earnings your company had last year. Is that true?"

First of all, if the allegation were true, I would not deny it; denial would only lead to a loss of credibility later when the reporter confirmed it from another source. But neither would I invite a libel suit from Mr. Smith by blaming him for the company's problems. So the question might be answered, factually but tactfully, "When economic conditions are difficult, companies frequently make management changes and that's what we've done."

Executives, already fearful of the power of the press, find themselves terrified at the thought of having to report bad tidings. Countless examples can be found in the business press of attempts to conceal, or to grudgingly admit only portions of the truth, when it is unfavorable to the company.

My experience, however, convinces me that while the press and public do not like to hear bad news and will judge the company or its management adversely because of it, fair-minded people will understand that the difficulties of management make unavoidable a certain number of errors in judgment. Thoughtful people understand that no one is perfect; that each of us makes errors despite his or her best judgments and best efforts.

What the public will not understand or tolerate, however, is dishonesty. Concealment and lying will be neither forgotten nor forgiven by the press and public alike. Evidence exists to confirm this. An example can be found in the aviation industry.

In earlier years, whenever a commercial airliner crashed, certain airlines had standing policies to rush work crews to the site and to paint out the company name and emblems on the wrecked aircraft before photographs were permitted.

Today, that policy has changed. Most carriers currently cooperate fully with the media, furnish all available information, and provide all assistance needed for news coverage. The theory, and I believe it is the correct one, is that the crash will be reported anyway; the name of the airline will be headlined anyway; so it is better to cooperate with the press and get the story covered and forgotten as quickly as possible.

10 *Do not exaggerate the facts.*

The American Bakers Association may have done just that. The president of the Public Relations Society of America, James F. Fox of New York, commented in a 1974 speech:

"Last winter, we heard a great deal about an imminent wheat shortage and bread at a dollar a loaf this spring. Well, spring has about two weeks to go; the cost of wheat is down a little, and bread is nowhere near one dollar a loaf. What was that all about? Under Secretary of Agriculture J. Phil Campbell suggested that the bakers' move to reinstitute stockpiling was motivated by their desire to have government maintain wheat reserves to carry inventory for the industry and lower its costs.

"I don't know whether that's the whole story or even a part of it. It isn't necessary that we settle the facts here; whether, as Campbell implies, the industry's self-interest overcame its discretion, or it was depending in good faith on bad information or inadequate projections.

"What does concern us is that the American Bakers Association looks a little foolish now. It's going to be that much harder for them to make themselves heard and believed next time, when they might just be right."

Telling the business story to an apathetic or hostile nation is not easy, but it is worth doing, and it can be done successfully. As one senior executive in an engineering company told me:

"I've been interviewed frequently over the past 20 years, and every time afterward, I felt sorry for myself. But now, I realize that I just didn't know the rules of the reporter's game. Since I started playing the game too, I've had a much better press. In one case, I even got a sympathetic newspaper editorial in one of our plant communities, where we always used to get clobbered. It's convinced me to look on a press interview as an opportunity, rather than as a cause for fear."

MEDIA OUTLETS

City _____ County _____

SECTION I: NEWSPAPERS

List all the newspapers in your city and county:

Newspaper	Issue	Politics	Audience	Publisher	City Editor	Publication deadline	Education Reporter

SECTION II: RADIO

List all the radio stations within your listening area:

Radio Station	Type of programming	News Director	P.S.A. Contact Person	Education Reporter	Audience

SECTION III: TELEVISION

List all the television stations within your viewing area:

TV Station	Network Affiliation or PBS	Assignment Editor	Education Reporter	PSA guidelines	Community Affairs Dir.

Business Volunteer Leader(s): _____

School V[illegible]nteer Leader(s): _____

Title/Project: _____ **Date:** _____

School: _____ **Business(es):** _____

Submitted By: _____ _____

Department: _____ _____

SECTION I: PROJECT DESIGN

WHO

School Volunteers & Titles	Business Volunteers & Titles
_____	_____
_____	_____
_____	_____
_____	_____

Total Educators: _____ Number of Students: _____

Total Business Reps: _____ Grade Level(s): _____

WHAT

Briefly describe the project

_____

_____

_____

_____

Preparation necessary: (Check all that apply)

☐ Teacher ☐ Business ☐ Student ☐ Pretest ☐ Other

If other, explain _____

WHEN

Date(s) & Times(s): _____

Frequency: _____

WHERE

(Be specific) _____

_____

WHY

List objectives as they relate to the curriculum or school and business goals

_____

_____

_____

Cost: (Designate expenses/providers) _____

_____

Publicity and other planned communications: _____

_____

Other comments, plans or challenges: _____

_____

Program Evaluation

HOW DO I ASSESS MY RESULTS ?

A HAMMER ON THE HEAD OR A TOOL FOR BUILDING?

Often, the term "assessment" makes people uncomfortable. Assessment may be seen by some as a hammer being held over their head, waiting to crash down on them if they fail. A good assessment is, instead, a tool for building a better partnership on the foundation that's already established.

Also, there probably is no such thing as a "failure" in a school/business partnership, only opportunities for strengthening and developing the partnership. Don't assume that because you are primarily working with students that they are the only ones who will be learning through the process. You will be learning about yourself, your school or company, your partner and partnership, and an assessment provides a structure for your learning.

As you are attempting to assess your year's efforts, it might be comforting to remember that the Partners In Education program is both a national and a state model. You are part of a school/business partnership program that is neither the largest program nor the first, but certainly is well known for its quality and depth. As the program grows and involves more schools and businesses, we want to maintain our high standards and continue to improve upon what we've done the year before.

One way to accomplish this is to design the evaluation for each activity up front--at the same time the activities are designed. The evaluation depends directly on the goals and objectives of the individual activity/project. Since all activities/projects are to be tied to the curriculum, school and/or business goals, it is important to determine if we are in any way affecting this mission.

There are many benefits to quality evaluation:

1. The program intentions are examined against the accomplishments. You will be able to easily see if you met your objectives.

2. The program can recognize the strengths and weaknesses for future planning.

3. Success can be replicated if we know how we did it.

4. Those who give funding or make way for your partnership to happen want to know the impact.

5. The school and business volunteers want to know the project was worth their time and effort. This is a great way to secure their involvement the following year.

6. Students can become aware of their own learning and development.

7. Evaluation illuminates concrete results, which is always newsworthy, and the basis for positive publicity.

Evaluation or quality control does not happen in isolation, nor can the same evaluation methods be used for every project. As each project varies in its design, so too does the evaluation method.

The recognition of a need and the clear delineation of program goals are the foundation blocks of a meaningful evaluation. As the saying goes, "If you don't know where you are going, you probably won't get there. And if by chance you do get there, you won't know that you've arrived." Simply, if the goals are clear and results-oriented, the evaluation design becomes an obvious step.

Before planning your evaluation design, review the right side of the PI form. This section acts as an evaluation summary and serves to highlight areas you may wish to explore. <u>This is not meant to be the evaluation tool, but rather a reporting tool</u>.

There are numerous ways of evaluating activities. You may wish to use a pre/post test system; have the students write a report; set up an experiment; have the students give presentations to another class about what they've discovered; or, use an evaluation summary filled out by the participants. Some activity designs include more sophisticated evaluation designs by using control groups and statistical comparisons. Some use a combination of evaluation tools. You choose the method most appropriate for the activity.

There are some academic things to keep in mind when structuring your evaluation methods. We have provided more detailed information in Appendix D for your use. If you need assistance, call your program director.

Remember, we are not so much concerned with which method you use, as long as the method draws information based upon the objectives.

Once evaluation results are available, you will want to discuss the successes and failures of the partnership activities at the assessment meeting. If you do have failures, you will want to figure out why these things didn't work. Evaluating each activity as it happened and reporting the evaluation on the PI will make this process much easier.

The information you gather at this assessment meeting you will want to use to plan next year's program.

An additional use of your wrap-up information might be for promoting your partnership. You could give a report at a monthly school board or PTA meeting. The information should also be helpful for recruiting more volunteers and expanding your efforts next year.

Most important is that we learn from the evaluative results and incorporate what we've learned in each project thereafter. So you tell us: Is assessment and evaluation a tool or a "hammer on the head?"

EVALUATION

To determine the most appropriate method for evaluating your results, write the goals in behavioral or performance terms. If the goals are cognitive in nature, then you may want to reflect the levels of attainment. An excellent way to do this is to keep in mind the following classification adapted from Taxonomy of Educational Objectives by Benjamin S. Bloom:

COGNITIVE DOMAIN

1. Knowledge - Recalling information as given. Includes knowledge of terminology.

2. Comprehension - Report information through another medium, or putting it in one's own words.

3. Application - Use information to solve a problem or create a new example.

4. Analysis - Breaking information apart and seeing the relationship of the parts.

5. Evaluation - Judging the worth of something based on criteria.

The affective levels of learning may be more difficult to assess and may require some assessment of the process. Also using the second handbook of the Taxonomy of Educational Objectives by David Krathwohl, one can clarify the level of the goal:

AFFECTIVE DOMAIN TAXONOMY

1. Receiving - Paying attention.

2. Responding - Active exploration or participation.

3. Valuing - Consistent behavior showing positive regard for attitude.

4. Organization - Holding consistent points of view.

5. Characterization by Value - Demonstrates values internalized and gives consistent behavior pattern.

Some tips on setting goals:

1. Separate goals that describe outcomes from goals that define process:

   * Result goals should describe abilities, knowledge, or attitudes that will be present or increased because of the project.

   * Process goals describe the experience that will take place. Because of the difficulty of measuring affective or attitudinal outcomes, you may decide to measure related factors such as attention or participation. Other goals may be so long-range that process goals are all we can measure.

2. Try to break the goals into performance statements.

   For example, if a goal of a program is for students to become responsible employees, you would need to decide how you would know if the student has potential.

3. After there is a clear understanding of the objectives and the levels of attainment, you will want to consider the priority of the objectives and the quantity of attainment that is successful.

   For example, if a science class hears a lecture, sees a film and performs an experiment on DNA, then writes a report on their findings, you may wish that 100% will know the meaning of DNA. But only 80% can explain in their own words how the phenomenon works. You may want 25% to understand the ethical ramifications, and you may want 1% to develop a science project on the subject.

The evaluation method should measure the impact of the project. This may be done by comparing the project group with another group who has not taken part in the project. You can do this by giving a pretest and a post test, by observing before and after behavior, or by self report on a survey. Care should be taken to ensure the evaluation is measuring the objectives.

You may also wish to assess the process to determine if it is efficient, cost effective and is not disruptive to the entire learning.

The more areas of examination in an evaluation, the more likely the project can be replicated and improved.